



**Collection of a Variety of Data Reports
Prepared in Advance and in Support of the
ANNUAL REVIEW of Student Performance**

Introduction and Data Analysis and Take-Aways

**School Profile - Board Adopted Indicators – CA Dashboard –
Advanced Placement – CCEIS – Wellness – Committees**

Prepared by Educational Services

November 2021

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A YEAR IN REVIEW

Report to the Board

November 8, 2021

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, despite a touch 20-21 year in the pandemic. We may see small 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. 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.

Teri Faught

Dedication and Credit

Without the time and effort devoted to this project by the staff of the Educational Services Department, Grace Icasiano, Shaunie Beachum, and Anika Patterson, this project would be impossible to complete. Their involvement in downloading and collecting the information, formatting the charts and graphs, and assigning 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.

Without the assistance of Malthi Reddy, this work could not be done either. While she serves in a different capacity, her role is critical and essential to this process. Malthi is responsible for keeping up our students' database and uploading data to the state through CALPADS; this requires her to make sure that our data is clean and up to date at all times. Her work provides the foundation for the accuracy of these reports... Only clean data produces accurate, reliable, and valid results.

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 do better in the future.

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.

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 student 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.

MOUNTAIN VIEW HIGH SCHOOL

Mountain View-Los Altos Union High School District

A California Distinguished School

ADMINISTRATION

Michael Jimenez, Principal
 Marti McGuirk, Assistant Principal
 Heather Morelli, Assistant Principal
 Daniella Quiñones, 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

2021-2022 SCHOOL PROFILE



CEEB Code: 052075

COUNSELORS

MAIN NUMBER: 650.940.4600
 Jamie Evare Ext 1041
 Mariela Ho Ext 1040
 David Marroquin Ext 1037
 Natalie Rodriguez Garcia Ext 1036
 Joel Romo-Gonzalez Ext 1042
 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, Coordinator Ext 1060

Due to the COVID-19 pandemic, Mountain View High School (MVHS) resumed a traditional in-seat instruction during the 21-22 school year. Families who opted out of a return to in-person instruction could opt into 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 2,320 students from the cities of Mountain View, Los Altos and Los Altos Hills. Our student body is 41% Caucasian, 30% 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 37 Honors and Advanced Placement (AP) courses across the curriculum. The school earned the distinction of California Distinguished High School in 1994 and 2003. In 2007 and 2013, 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 8/31/21

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 2021 is shown below.

GRADE DISTRIBUTION TABLE

| Unweighted GPA | | Weighted GPA | |
|-----------------------|-----------------------|----------------------|----------------------|
| 4.51-5.00: 0 | 3.51-3.75: 89 | 4.51-5.00: 49 | 3.51-3.75: 52 |
| 4.26-4.50: 0 | 3.01-3.50: 123 | 4.26-4.50: 61 | 3.01-3.50: 79 |
| 4.01-4.25: 0 | 2.51-3.00: 82 | 4.01-4.25: 63 | 2.51-3.00: 57 |
| 3.76-4.00: 132 | 2.5-below: 65 | 3.76-4.00: 74 | 2.5-below: 56 |

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 communication arts and technology program offering college-preparatory and Honors English and state-of-the-art instruction in multimedia production for Juniors and Seniors
- **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

| | 2019 | 2020 | 2021* |
|----------------------------------|------|------|-------|
| No. Tested | 295 | 336 | 154 |
| Mean Score* | 1285 | 1280 | 1350 |
| Evidence Based Reading & Writing | 633 | 633 | 662 |
| Math | 652 | 647 | 668 |
| Met both ERW & Math Benchmarks | 86% | 82% | 95% |

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

SAT SUBJECT TESTS NUMBER TESTED/MEAN SCORES

| EXAM SUBJECT | 2019 | 2020 | 2021* |
|-------------------|---------|---------|-------|
| Math Level II/IIC | 135/717 | 130/736 | 9/758 |
| Biology Molecular | 26/736 | 34/741 | 1/750 |
| Chemistry | 38/688 | 33/687 | - |
| Physics | 40/712 | 37/716 | 4/713 |
| Literature | 28/661 | 27/667 | - |
| U.S. History | 45/676 | 32/683 | - |

ACT - NUMBER TESTED/MEAN SCORES

| EXAM SUBJECT | 2019 | 2020 | 2021* |
|--------------|------|------|-------|
| No. Tested | 174 | 148 | 91 |
| English | 27.8 | 27.8 | 31.1 |
| Math | 27.4 | 27.3 | 29.8 |
| Reading | 28.1 | 28.5 | 32.1 |
| Science | 27.2 | 26.8 | 29.9 |
| Composite | 27.7 | 27.8 | 30.8 |

ADVANCED PLACEMENT

All AP students are strongly encouraged to take AP exams.

| | 2019 | 2020 | 2021 |
|--------------------------|------|------|------|
| No. of Graduates | 442 | 463 | 463 |
| No. of Test Takers | 892 | 928 | 934 |
| No. of Exams Taken | 1881 | 2001 | 2024 |
| No. of Qualifying Scores | 1549 | 1687 | 1601 |

COLLEGE AND UNIVERSITY ATTENDANCE BY YEAR OF GRADUATION

| | 2019 | 2020 | 2021 |
|-------------------|------|------|------|
| Total to College | 91% | 86% | 90% |
| • 2-Year Colleges | 19% | 16% | 20% |
| • 4-Year Colleges | 72% | 70% | 70% |

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

| WEIGHTED GRADE DISTRIBUTION* 2020/21 - 2nd Semester-Core Academic Classes | | | | | | | | | GRADUATION REQUIREMENTS | | | ADVANCED PLACEMENT (AP) AND HONORS (H) COURSES | |
|---|---------------------|------|-----|-----|----|----|-------|------|--|--|--|---|--|
| *Due to AB 104 Pass/No Pass grade changes for 2020/21, there may be decrease in letter grades and GPA | | | | | | | | | English: 4 years (40 cr) | | | English: American Lit Honors H AP Lang & Comp AP AP Lit & Comp AP | |
| CRS # | English | A | B | C | D | F | TOTAL | GPA | | | | | |
| DC1010 | Survey Comp/Lit | 233 | 154 | 69 | 22 | 8 | 486 | 3.20 | 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 | |
| DA2010 | AP English Lang | 128 | 130 | 44 | 6 | 0 | 308 | 4.23 | | | | | |
| DC2010 | Comp/World Lit | 84 | 83 | 20 | 5 | 14 | 206 | 3.06 | Mathematics: 2 years (20 cr) Must include 10 cr of Algebra I or higher | | | Mathematics: Geometry Honors H Algebra II Honors H Trig/Math Anal Honors H AP Calculus AB AP AP Calculus BC AP AP Computer Sci AP AP Statistics AP | |
| DC3010 | Amer Lit Survey | 161 | 88 | 54 | 20 | 16 | 339 | 3.06 | | | | | |
| DB3018 | Amer Lit H | 108 | 20 | 4 | 3 | 0 | 135 | 4.73 | 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 | |
| DC5051 | Journalism | 20 | 1 | 0 | 0 | 0 | 21 | 3.95 | | | | | |
| DC5030 | Philos In Lit | 57 | 79 | 28 | 5 | 1 | 170 | 3.09 | World Language/Fine Art/ Practical Art: 2 years (20 cr) any combination | | | World Language: French III Honors H Spanish II Honors H Spanish III Honors H Spanish III Honors Sp spk H | |
| DA4010 | AP English Lit | 27 | 37 | 7 | 0 | 1 | 72 | 4.22 | | | | | |
| TOTALS | | 818 | 592 | 226 | 61 | 40 | 1737 | | Physical Education: 2 years (20 cr) Health: 1 semester (5 cr) Electives: 60 cr | | | AP Chinese Lang AP AP French Lang (IV) AP AP Japanese Lang AP AP Spanish Lang (IV) AP AP Spanish Lit (V) AP | |
| CRS # | Social Studies | A | B | C | D | F | TOTAL | | | | | | |
| EC1010 | World Studies | 329 | 83 | 53 | 12 | 9 | 486 | 3.46 | Total: 220 credits | | | Fine Arts: AP Studio Art AP | |
| EC1110 | Cont Wld. Issues | 78 | 27 | 7 | 6 | 9 | 127 | 3.25 | | | | | |
| EA2030 | AP World History | 41 | 15 | 3 | 1 | 0 | 60 | 4.60 | World Language/Fine Art/ Practical Art: 2 years (20 cr) any combination | | | World Language: French III Honors H Spanish II Honors H Spanish III Honors H Spanish III Honors Sp spk H | |
| EA2010 | AP European History | 91 | 50 | 9 | 1 | 1 | 152 | 4.50 | | | | | |
| EC3010 | U S History | 173 | 57 | 29 | 23 | 13 | 295 | 3.20 | Physical Education: 2 years (20 cr) Health: 1 semester (5 cr) Electives: 60 cr | | | AP Chinese Lang AP AP French Lang (IV) AP AP Japanese Lang AP AP Spanish Lang (IV) AP AP Spanish Lit (V) AP | |
| EA3010 | AP US History | 122 | 45 | 15 | 3 | 0 | 185 | 4.55 | | | | | |
| EA4021 | AP Macro | 101 | 55 | 15 | 5 | 2 | 178 | 4.38 | Total: 220 credits | | | Fine Arts: AP Studio Art AP | |
| EA4030 | AP Psychology | 73 | 30 | 8 | 3 | 0 | 114 | 4.52 | | | | | |
| TOTALS | | 1008 | 362 | 139 | 54 | 34 | 1597 | | World Language/Fine Art/ Practical Art: 2 years (20 cr) any combination | | | World Language: French III Honors H Spanish II Honors H Spanish III Honors H Spanish III Honors Sp spk H | |
| CRS # | Mathematics | A | B | C | D | F | TOTAL | | | | | | |
| AC2110 | Geometry | 85 | 54 | 34 | 11 | 11 | 195 | 2.98 | Physical Education: 2 years (20 cr) Health: 1 semester (5 cr) Electives: 60 cr | | | AP Chinese Lang AP AP French Lang (IV) AP AP Japanese Lang AP AP Spanish Lang (IV) AP AP Spanish Lit (V) AP | |
| AB2010 | Geometry H | 61 | 37 | 11 | 3 | 1 | 113 | 4.35 | | | | | |
| AC3010 | Algebra II | 97 | 62 | 28 | 5 | 16 | 208 | 3.05 | Total: 220 credits | | | Fine Arts: AP Studio Art AP | |
| AB3010 | Algebra II H | 203 | 32 | 12 | 4 | 4 | 255 | 4.65 | | | | | |
| AC4010 | Trig/Math Ana | 91 | 72 | 29 | 20 | 6 | 218 | 3.02 | World Language/Fine Art/ Practical Art: 2 years (20 cr) any combination | | | World Language: French III Honors H Spanish II Honors H Spanish III Honors H Spanish III Honors Sp spk H | |
| AB4010 | Trig/Math Ana H | 165 | 46 | 7 | 1 | 1 | 220 | 4.69 | | | | | |
| AC5010 | Calculus | 27 | 23 | 4 | 1 | 2 | 57 | 3.26 | Physical Education: 2 years (20 cr) Health: 1 semester (5 cr) Electives: 60 cr | | | AP Chinese Lang AP AP French Lang (IV) AP AP Japanese Lang AP AP Spanish Lang (IV) AP AP Spanish Lit (V) AP | |
| AA5010 | AP Calculus AB | 47 | 26 | 7 | 4 | 1 | 85 | 4.33 | | | | | |
| AA5011 | AP Calculus BC | 106 | 41 | 6 | 2 | 0 | 155 | 4.62 | Total: 220 credits | | | Fine Arts: AP Studio Art AP | |
| AC6010 | Statistics | 23 | 15 | 9 | 0 | 1 | 48 | 3.23 | | | | | |
| AA6010 | AP Statistics | 35 | 28 | 27 | 2 | 0 | 92 | 4.04 | World Language/Fine Art/ Practical Art: 2 years (20 cr) any combination | | | World Language: French III Honors H Spanish II Honors H Spanish III Honors H Spanish III Honors Sp spk H | |
| TOTALS | | 940 | 436 | 174 | 53 | 43 | 1646 | | | | | | |
| CRS # | Science | A | B | C | D | F | TOTAL | | | | | | |
| CC1010 | Biology | 184 | 64 | 47 | 18 | 14 | 327 | 3.18 | Physical Education: 2 years (20 cr) Health: 1 semester (5 cr) Electives: 60 cr | | | AP Chinese Lang AP AP French Lang (IV) AP AP Japanese Lang AP AP Spanish Lang (IV) AP AP Spanish Lit (V) AP | |
| CB1010 | Biology H | 186 | 41 | 8 | 3 | 0 | 238 | 4.71 | | | | | |
| CA1010 | AP Biology | 55 | 3 | 4 | 0 | 0 | 62 | 4.72 | Total: 220 credits | | | Fine Arts: AP Studio Art AP | |
| CC2010 | Chemistry | 101 | 93 | 49 | 17 | 13 | 273 | 2.92 | | | | | |
| CB2010 | Chemistry H | 137 | 68 | 8 | 4 | 0 | 217 | 4.56 | World Language/Fine Art/ Practical Art: 2 years (20 cr) any combination | | | World Language: French III Honors H Spanish II Honors H Spanish III Honors H Spanish III Honors Sp spk H | |
| CA2010 | AP Chemistry | 41 | 16 | 3 | 0 | 0 | 60 | 4.63 | | | | | |
| CC3010 | Physics | 57 | 53 | 40 | 7 | 3 | 160 | 2.96 | Physical Education: 2 years (20 cr) Health: 1 semester (5 cr) Electives: 60 cr | | | AP Chinese Lang AP AP French Lang (IV) AP AP Japanese Lang AP AP Spanish Lang (IV) AP AP Spanish Lit (V) AP | |
| CA3010 | AP Physics 1 | 96 | 38 | 13 | 3 | 0 | 150 | 4.51 | | | | | |
| CA3042 | AP Physics | 25 | 20 | 8 | 1 | 0 | 54 | 4.28 | Total: 220 credits | | | Fine Arts: AP Studio Art AP | |
| CA4010 | AP Env Sci | 116 | 53 | 28 | 5 | 2 | 204 | 4.34 | | | | | |
| TOTALS | | 998 | 449 | 208 | 58 | 32 | 1745 | | | | | | |

| 3-YEAR COLLEGE MATRICULATION - CLASS OF 2019, 2020, 2021 | | | | | |
|--|------------------------------------|---------------------------------|---------------------------------------|----------------------------------|------------------------------------|
| 4 Year Institutions - Out of State - 363 | | | | | |
| Alma College-1 | Drake University-1 | Kennesaw State University-1 | Queen Mary Univ. of London-1 | The Univ. of Arizona-4 | Univ. of Penn.-6 |
| American University-2 | Columbia Univ-New York-1 | Knox College-1 | Queen's University-2 | The Univ. of Edinburgh-3 | Univ. of Pittsburgh-2 |
| Amherst College-1 | Connecticut College-1 | Massachusetts Inst. of Tech.-3 | Reed College-3 | The Univ. of NC or Chapel Hill-1 | Univ. of Portland-3 |
| Arizona State University-6 | DePaul University-4 | McGill University -2 | Rhode Island School of Design-1 | The Univ. of Texas (Austin)-1 | Univ. of Puget Sound-3 |
| Art Center College of Design-1 | Cornell College-1 | Miami University-Oxford-1 | Rice University-3 | Tufts University-6 | Univ. of Rochester-2 |
| Austin College-1 | Dartmouth College-1 | Montana State University-1 | Ringling College of Art & Design-1 | Tulane University of Louisiana-3 | Univ. of St. Andrews-2 |
| Babson College-3 | Drexel University-3 | Montana Tech. University-1 | Ritsumeikan Asia Pacific University-1 | United States Military Academy-1 | Univ. of Utah-3 |
| Barnard College-1 | Duke University-2 | Marist College-1 | Rochester Instit. of Tech-1 | Univ. of Auckland-1 | Univ. of Vermont-2 |
| Baylor University-1 | Durham University-1 | Marquette University-1 | Rose-Hulman Inst. Of Tech.-4 | Univ. of British Columbia-1 | Univ. of Victoria-1 |
| Boise State University-1 | Eckerd College-1 | Maryland Inst, College of Art-1 | Rutgers University-New Brunswick-1 | Univ. of Chicago-1 | Univ. of Virginia-Main Campus-1 |
| Boston College-1 | Emerson College-1 | Massachusetts College of P&HS-1 | San Diego Mesa College-1 | Univ. of Colorado (Boulder)-21 | Univ. of Wisconsin-Madison-13 |
| Boston University-10 | Fairfield University-1 | Middlebury College-1 | Sarah Lawrence College-1 | Univ. of Connecticut-1 | Univ. of Wisconsin-Stevens Point-1 |
| Bowdoin College-1 | Fordham University-2 | Missouri Valley College-1 | Swarthmore College-1 | Univ. of Dallas-1 | Vassar College-1 |
| Brandeis University-3 | Full Sail University-1 | Mount Holyoke-1 | Stony Brook University-1 | Univ. of Delaware-1 | Wabash College-1 |
| Brigham Young, UT-13 | Gallaudet University-1 | New York University-11 | Syracuse University-5 | Univ. of Georgia-1 | Wake Forest University-1 |
| Bryn Mawr College-1 | George Fox University-3 | Northeastern University-15 | Savannah College of Arts-1 | Univ. of Denver-3 | Washington State Univ.-3 |
| Carnegie Mellon Univ.-4 | George Washington Univ.-1 | Northwestern Univ.-5 | Seattle University-13 | Univ. of Hawaii (Manoa)-8 | Washington Univ., St. Louis-4 |
| Case Western Reserve-2 | Georgia Inst. of Tech. Main Camp-2 | Oberlin College-1 | Smith College-2 | Univ. of Idaho-1 | Wellesley College-1 |
| Colby College-1 | Gonzaga University-2 | Olin College of Engineering-1 | South Dakota State Univ.-1 | Univ. of Illinois (Champaign)-12 | Whitworth University-1 |
| Colorado College-1 | Harvard University-3 | Oregon State University-2 | Texas A&M University-2 | Univ. of Maryland-College Park-1 | Willamette University-1 |
| Colorado Mesa Univ.-1 | Howard University-1 | Pennsylvania State Univ.-1 | The College of Wooster-1 | Univ. of Nevada (Reno)-2 | Williams College-1 |
| Colorado School of Mines-2 | Illinois State University-1 | Point Loma Lazarene Univ.-1 | The New School - All Divisions-2 | Univ. of North Florida-1 | Wittenberg University-1 |
| Colorado State Univ. Fort Collins-1 | Indiana Univ. of Bloomington-3 | Pratt University-2 | The University of Auckland-1 | Univ. of Notre Dame-3 | Worcester Poly. Institute-2 |
| Columbia College Chicago-1 | Kenyon College-2 | Purdue University-16 | The Univ. of Alabama-1 | Univ. of Mass.-Amherst-5 | Yale University-1 |
| California State University-203 | | University of California-195 | California Private-111 | | |
| Cal Poly Pomona-11 | CSU Northridge-3 | Berkeley-37 | CA College of the Arts-3 | Santa Clara Univ.-14 | |
| Cal Poly SLO-28 | CSU Sacramento-10 | Davis-26 | Chapman University-19 | Scripps College-5 | |
| CSU Chico-16 | CSU San Marcos-1 | Irvine-10 | Claremont McKenna College-3 | Stanford University-5 | |
| CSU East Bay-2 | CSU Stanislaus-1 | Los Angeles-21 | Harvey Mudd College-1 | Univ. of Redlands-2 | |
| CSU Fullerton-4 | Humboldt State-1 | Merced-5 | Loyola Marymount-22 | Univ. of San Francisco-6 | |
| CSU Long Beach-8 | San Diego State-18 | Riverside-19 | Occidental College-2 | Univ. of So. California-16 | |
| CSU Los Angeles-1 | San Francisco State-26 | San Diego-9 | Otis Art & Design-1 | Univ. of the Pacific-6 | |
| CSU Maritime Academy-1 | San Jose State-59 | Santa Barbara-40 | Pitzer College-3 | Westmont College-1 | |
| CSU Monterey-2 | Sonoma State-11 | Santa Cruz-28 | Pomona College-2 | | |

LOS ALTOS HIGH SCHOOL

Mountain View-Los Altos Union High School District

A California Distinguished School

ADMINISTRATION

Wynne Satterwhite, Principal
 Fabian Morales Medina, Assistant Principal
 Galen Rosenberg, Assistant Principal
 Kristin Castillo, Assistant Principal
 Suzanne Woolfolk, Assistant Principal

201 Almond Avenue
 Los Altos, CA 94022
 Telephone: 650.960.8811
 Fax: 650.960.8462
 Web Address: www.mvla.net
 Email Protocol:
 firstname.lastname@mvla.net

2021 – 2022 SCHOOL PROFILE



CEEB Code: 051510

Alpha Sort

A – Col
 Com – Go
 Gom – Le
 Lev – Na
 Ne – Sol
 Son - Z
 Academy/As assigned

COUNSELORS

MAIN NUMBER: 650.960.8811
 Dafna Adler Ext 2040
 Ryan Carter Ext 2038
 Jeamie 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

Due to the COVID-19 pandemic, Los Altos High School (LAHS) was required to open the 2020/21 school year in distance learning with a gradual return to in-seat learning in April 2021, per advice from the Health Department. Los Altos resumed traditional in-seat instruction during the 2021/22 school year. Families who opted out of in-person instruction could enroll in independent study.

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 2,143 students includes 36% Caucasian, 28% Hispanic-Latino, 32% Asian and 4% other.* LAHS is accredited by the Western Association of Schools and Colleges (WASC).
 *enrollment and demographic data as of 9/3/21

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

Los Altos 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

Los Altos 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 20-21.

- 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 graduating class of 2021 is shown below.

GRADE DISTRIBUTION TABLE

| Unweighted GPA | | Weighted GPA | |
|-----------------------|-----------------------|----------------------|----------------------|
| 4.51-5.00: 0 | 3.51-3.75: 97 | 4.51-5.00: 47 | 3.51-3.75: 54 |
| 4.26-4.50: 0 | 3.01-3.50: 119 | 4.26-4.50: 68 | 3.01-3.50: 86 |
| 4.01-4.25: 0 | 2.51-3.00: 97 | 4.01-4.25: 56 | 2.51-3.00: 79 |
| 3.76-4.00: 122 | 2.5-below: 68 | 3.76-4.00: 53 | 2.5-below: 60 |

OFF-CAMPUS PROGRAMS FOR LAHS STUDENTS

- **Middle College:** a program where LAHS 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 communication arts and technology program offering college preparatory and Honors English and state-of-the-art instruction in multimedia production for Junior and Senior
- **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 MEAN SCORES

| | 2019 | 2020 | 2021* |
|----------------------------------|------|------|-------|
| No. Tested | 338 | 371 | 203 |
| Mean Score | 1280 | 1317 | 1377 |
| Evidence Based Reading & Writing | 632 | 650 | 675 |
| Math | 648 | 667 | 701 |
| Met both ERW & Math Benchmarks | 79% | 86% | 95% |

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

SAT SUBJECT TESTS NUMBER TESTED/MEAN SCORES

| EXAM SUBJECT | 2019 | 2020 | 2021* |
|-------------------|---------|---------|-------|
| Math Level IIC | 158/735 | 183/742 | 5/730 |
| Biology Molecular | 35/708 | 39/733 | - |
| Chemistry | 53/696 | 49/718 | - |
| Physics | 43/724 | 71/738 | 2/725 |
| Literature | 44/638 | 39/675 | 2/510 |
| U.S. History | 43/669 | 47/657 | 1/440 |

ACT - NUMBER TESTED/MEAN SCORES

| EXAM SUBJECT | 2019 | 2020 | 2021* |
|--------------|------|------|-------|
| No. Tested | 168 | 156 | 79 |
| English | 29.3 | 30.2 | 28.5 |
| Math | 28.3 | 29.0 | 28.8 |
| Reading | 28.9 | 30.7 | 28.9 |
| Science | 27.9 | 29.0 | 28.0 |
| Composite | 28.8 | 29.9 | 28.7 |

ADVANCED PLACEMENT

All AP students are strongly encouraged to take AP exams.

| | 2019 | 2020 | 2021 |
|--------------------------|------|------|------|
| No. of Graduates | 499 | 513 | 548 |
| No. of Test Takers | 1007 | 1054 | 994 |
| No. of Exams Taken | 2136 | 2254 | 2222 |
| No. of Qualifying Scores | 1849 | 1989 | 1838 |

COLLEGE AND UNIVERSITY ATTENDANCE BY YEAR OF GRADUATION

| | 2019 | 2020 | 2021 |
|-------------------|------|------|------|
| Total to College | 83% | 86% | 88% |
| • 2-Year Colleges | 21% | 14% | 16% |
| • 4-Year Colleges | 62% | 72% | 71% |

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

| WEIGHTED GRADE DISTRIBUTION* | | | | | | | | | GRADUATION REQUIREMENTS | | ADVANCED PLACEMENT (AP) & HONORS (H) COURSES | | | | | | | |
|---|---------------------|-------------|--|--------------------------------|-----------|---------------------------------------|-------------|--------------------------|--|--|--|----------------------------------|--|--|-----------------------------------|--|---------------------------|--|
| 2020/21 - 2nd Semester-Core Academic Classes | | | | | | | | | English: 4 years (40 cr) | | English: | | | | | | | |
| *Due to AB 104 Pass/No Pass grade changes for 2020/21, there may be decrease in letter grades and GPA | | | | | | | | | Social Studies: 3.5 yrs (35 cr) | | World Literature H | | | | | | | |
| CRS # | Mathematics | A | B | C | D | F | TOTAL | GPA | World Studies (10 cr) | | English Language AP | | | | | | | |
| AC2010 | Geometry 9 | 62 | 22 | 9 | 3 | 1 | 97 | 3.45 | Addtl. Global Studies (5 cr) | | English Literature AP | | | | | | | |
| AB2010 | Geometry H | 66 | 12 | 7 | 1 | 1 | 87 | 4.61 | U.S. History (10 cr) | | English 3H (Freestyle) H | | | | | | | |
| AC3010 | Algebra II | 106 | 72 | 39 | 7 | 13 | 237 | 3.06 | Civics (5 cr) | | English 4H (Freestyle) H | | | | | | | |
| AB3010 | Algebra II H | 169 | 35 | 5 | 2 | 1 | 212 | 4.74 | Economics (5 cr) | | | | | | | | | |
| AC4010 | Trig/Math Ana | 93 | 50 | 39 | 10 | 9 | 201 | 3.03 | Mathematics: 2 years (20 cr) | | Mathematics: | | | | | | | |
| AB4010 | Trig/Math Ana H | 83 | 68 | 19 | 0 | 0 | 170 | 4.38 | Must include 10 cr of Algebra I or higher | | Geometry H | | | | | | | |
| AC5010 | Calculus | 26 | 28 | 16 | 0 | 0 | 70 | 3.14 | Science: 2 years (20 cr) | | Algebra II H | | | | | | | |
| AA5010 | AP Calculus AB | 57 | 59 | 8 | 2 | 1 | 127 | 4.32 | Must include 10 cr of physical science and 10 cr of life science | | Trig/Math Analysis H | | | | | | | |
| AA5011 | AP Calculus BC | 82 | 18 | 0 | 0 | 0 | 100 | 4.82 | World Language/Visual Arts/ Practical Arts: | | Calculus AB AP | | | | | | | |
| AA6010 | AP Statistics | 123 | 36 | 10 | 1 | 2 | 172 | 4.60 | 2 years (20 cr) any combination | | Calculus BC AP | | | | | | | |
| | TOTALS | 867 | 400 | 152 | 26 | 28 | 1473 | | Physical Education: 2 years (20 cr) | | Statistics AP | | | | | | | |
| CRS # | Science | A | B | C | D | F | TOTAL | | Health: 1 semester (5 cr) | | Psychology AP | | | | | | | |
| CC1010 | Biology | 91 | 46 | 29 | 16 | 25 | 207 | 2.78 | Electives: 60 cr | | | | | | | | | |
| CB1010 | Biology H | 210 | 41 | 16 | 3 | 2 | 272 | 4.66 | Total: 220 credits | | | | | | | | | |
| CA1010 | AP Biology | 84 | 27 | 5 | 1 | 0 | 117 | 4.66 | | | | | | | | | | |
| CC2010 | Chemistry | 120 | 47 | 30 | 15 | 13 | 225 | 3.09 | | | | | | | | | | |
| CB2010 | Chemistry H | 178 | 22 | 9 | 0 | 1 | 210 | 4.79 | | | | | | | | | | |
| CA2010 | AP Chemistry | 28 | 5 | 3 | 0 | 0 | 36 | 4.69 | | | | | | | | | | |
| CA3010 | AP Physics I | 134 | 30 | 7 | 0 | 0 | 171 | 4.74 | | | | | | | | | | |
| CA3041 | AP Physics C: E&M | 27 | 28 | 10 | 0 | 0 | 65 | 4.26 | | | | | | | | | | |
| CA4010 | AP Environ Science | 98 | 50 | 21 | 9 | 2 | 180 | 4.28 | | | | | | | | | | |
| CC3010 | Physics | 50 | 39 | 15 | 5 | 3 | 112 | 3.14 | | | | | | | | | | |
| | TOTALS | 1020 | 335 | 145 | 49 | 46 | 1595 | | | | | | | | | | | |
| CRS # | English | A | B | C | D | F | TOTAL | | | | | | | | | | | |
| DC1010 | Survey Comp/Lit | 264 | 123 | 67 | 17 | 19 | 490 | 3.22 | | | | | | | | | | |
| DC2015 | World Literature | 183 | 103 | 54 | 13 | 14 | 367 | 3.17 | | | | | | | | | | |
| DB2010 | World Lit H | 66 | 21 | 1 | 0 | 0 | 88 | 4.74 | | | | | | | | | | |
| DA2010 | AP English Lang | 68 | 45 | 6 | 3 | 2 | 124 | 4.39 | | | | | | | | | | |
| DC3010 | Amer Lit Survey | 132 | 88 | 41 | 12 | 22 | 295 | 3.00 | | | | | | | | | | |
| DC4010 | Eng Lit Survey | 57 | 29 | 19 | 3 | 4 | 112 | 3.18 | | | | | | | | | | |
| DA4010 | AP English Lit | 33 | 22 | 4 | 0 | 0 | 59 | 4.49 | | | | | | | | | | |
| | TOTALS | 803 | 431 | 192 | 48 | 61 | 1535 | | | | | | | | | | | |
| CRS # | Social Sciences | A | B | C | D | F | TOTAL | | | | | | | | | | | |
| EA5010 | AP Human Geography | 159 | 63 | 33 | 15 | 4 | 274 | 4.29 | | | | | | | | | | |
| EC1010 | World Studies | 309 | 96 | 50 | 27 | 13 | 495 | 3.34 | | | | | | | | | | |
| EC1110 | Cont World Issues | 22 | 8 | 12 | 14 | 1 | 57 | 2.63 | | | | | | | | | | |
| EA2010 | AP European History | 70 | 21 | 9 | 2 | 0 | 102 | 4.56 | | | | | | | | | | |
| EC3010 | U S History | 202 | 59 | 34 | 22 | 9 | 326 | 3.30 | | | | | | | | | | |
| EA3010 | AP U S History | 107 | 25 | 8 | 3 | 0 | 143 | 4.65 | | | | | | | | | | |
| EA4020 | AP Micro Economics | 96 | 32 | 7 | 0 | 0 | 135 | 4.66 | | | | | | | | | | |
| EA4030 | AP Psychology | 91 | 20 | 6 | 2 | 0 | 119 | 4.68 | | | | | | | | | | |
| | TOTALS | 1056 | 324 | 159 | 85 | 27 | 1651 | | | | | | | | | | | |
| *Reflects weighted GPA for H/AP Courses | | | | | | | | | | | | | | | | | | |
| 3 YEAR COLLEGE MATRICULATION - CLASS OF 2019, 2020 & 2021 | | | | | | | | | | | | | | | | | | |
| 4-Year Institutions - Out of State - 498 | | | | | | | | | | | | | | | | | | |
| American Univ-DC - 7 | | | Creighton Univ - 1 | | | Kenyon College - 2 | | | Rensselaer Polytech-NY - 2 | | | Univ of Chicago - 5 | | | | | | |
| American Univ of Paris FR - 1 | | | Culinary Inst of America - 3 | | | Lehigh Univ - 2 | | | Rhode Island Sch of Design - 2 | | | Univ of Colorado - 23 | | | | | | |
| Arizona State - 6 | | | Dartmouth College - 6 | | | Lewis & Clark College - 4 | | | Rhodes College-TN - 1 | | | Univ of Connecticut - 1 | | | | | | |
| Barnard College - 3 | | | DePaul Univ - 3 | | | Lindenwood Univ - 1 | | | Rice Univ - 3 | | | Univ of Denver - 2 | | | | | | |
| Baylor Univ Austin College - 3 | | | Drexel Univ - 1 | | | Long Island Univ Marist College - 2 | | | Rose-Hulman Inst of Tech - 2 | | | Univ of Edinburgh UK - 1 | | | | | | |
| Berklee College of Music - 1 | | | Duke Univ - 6 | | | Macalester College - 1 | | | Rutgers Univ-New Brunswick - 2 | | | Univ of Glasgow UK - 2 | | | | | | |
| Boston College Clark Univ - 4 | | | Emerson College - 2 | | | Massachusetts College of Pharmacy - 1 | | | St. John's Univ-NY - 1 | | | Univ of Guelph CAN - 1 | | | | | | |
| Boston Univ - 10 | | | Emory Univ - 4 | | | Michigan State - 2 | | | St. Olaf College - 1 | | | Univ of Hawaii - 4 | | | | | | |
| Brandeis Univ - 2 | | | Everygreen State College - 1 | | | Middlebury College - 1 | | | St. Thomas Aquinas College - 1 | | | Univ of Illinois - 8 | | | | | | |
| Brigham Young-ID - 1 | | | Franklin Univ Fordham Univ - 3 | | | MIT - 9 | | | Seattle Univ Washington State - 3 | | | Univ of Indianapolis - 1 | | | | | | |
| Brigham Young Univ-UT - 6 | | | George Washington Univ - 2 | | | Montana State Univ - 1 | | | Smith College - 1 | | | Univ of Maryland - 2 | | | | | | |
| Brown Univ - 5 | | | Georgetown Univ - 2 | | | Mount Holyoke College - 2 | | | Southern Methodist Univ - 2 | | | Univ of Massachusetts - 3 | | | | | | |
| Bryn Mawr College - 2 | | | Gettysburg College Bucknell Univ - 2 | | | New York Univ - 20 | | | Southern Virginia Univ - 1 | | | Univ of Miami - 1 | | | | | | |
| Carleton College - 1 | | | Gonzaga Univ - 5 | | | Northeastern Univ - 22 | | | Southwestern Univ - 1 | | | Univ of Michigan - 11 | | | | | | |
| Carleton Univ CAN - 1 | | | Goucher College - 1 | | | Northwestern Univ - 3 | | | Stony Brook Univ - 1 | | | Univ of Mississippi - 1 | | | | | | |
| Carnegie Mellon - 10 | | | Hamilton College-NY - 1 | | | Oberlin College of Arts & Sci - 2 | | | Swarthmore College - 1 | | | Univ of Nevada - 4 | | | | | | |
| Case Western Reserve Univ - 3 | | | Harvard Univ - 2 | | | Oregon State - 11 | | | Syracuse Univ - 5 | | | Univ of New Mexico - 1 | | | | | | |
| Citadel Military College - 1 | | | Haverford College - 3 | | | Pace Univ-NY - 1 | | | Texas Tech Univ - 3 | | | Univ of Notre Dame - 1 | | | | | | |
| Colby College - 1 | | | Hawaii Pacific Univ - 2 | | | Pennsylvania State Univ - 1 | | | Tufts Univ - 4 | | | Univ of Oregon - 16 | | | | | | |
| College of William and Mary - 1 | | | Hofstra Univ Ithaca College - 2 | | | Pratt Instit - 3 | | | Tulane Univ of Louisiana - 4 | | | Univ of Pennsylvania - 4 | | | | | | |
| Colorado College Colorado Sch - 3 | | | IMC Univ AUSTRIA - 1 | | | Princeton Univ - 4 | | | Univ of Alabama - 1 | | | Univ of Pittsburgh - 2 | | | | | | |
| Colorado State Univ - 3 | | | Indiana Univ-Bloomington - 4 | | | Purdue Univ - 18 | | | Univ of Arizona - 5 | | | Univ of Portland - 3 | | | | | | |
| Columbia Univ - 1 | | | Intl Christian Univ JAPAN - 1 | | | Reed College - 6 | | | Univ of British Columbia CAN - 5 | | | Univ of Puget Sound - 1 | | | | | | |
| Cornell Univ - 10 | | | Johns Hopkins Univ - 4 | | | Regis Univ-CO - 1 | | | Univ of Cambridge UK - 1 | | | Univ of Rochester - 1 | | | | | | |
| California State University - 171 | | | | University of California - 252 | | | | California Private - 119 | | | | | | | | | | |
| Cal Poly, Pomona - 5 | | | | Long Beach - 2 | | | | Berkeley - 44 | | | | Art Center College of Design - 1 | | | Menlo College - 1 | | Scripps College - 3 | |
| Cal Poly, SLO - 29 | | | | Monterey Bay - 2 | | | | Davis - 28 | | | | Biola Univ - 1 | | | Mills College - 1 | | Stanford Univ - 13 | |
| Channel Islands, Camarillo - 1 | | | | Northridge - 1 | | | | Irvine - 21 | | | | Calif Baptist Univ - 2 | | | Occidental College - 3 | | Univ of Pacific - 2 | |
| Chico - 12 | | | | Sacramento - 4 | | | | Los Angeles - 37 | | | | Calif College of the Arts - 1 | | | Pepperdine Univ - 1 | | Univ of La Verne - 1 | |
| Donimquez Hills, Carson - 1 | | | | San Diego - 9 | | | | Merced - 15 | | | | Calif Instit of the Arts - 1 | | | Pitzer College - 3 | | Univ of Redlands - 2 | |
| East Bay - 6 | | | | San Francisco - 27 | | | | Riverside - 16 | | | | Chapman Univ - 12 | | | Pomona College - 2 | | Univ of San Diego - 2 | |
| Fresno - 1 | | | | San Jose - 59 | | | | San Diego - 15 | | | | Claremont McKenna - 4 | | | Saint Mary's College of Calif - 5 | | Univ of San Francisco - 1 | |
| Fullerton - 1 | | | | Sonoma - 9 | | | | Santa Barbara - 57 | | | | Harvey Mudd - 3 | | | San Francisco Art Instit - 1 | | Univ of S. Calif - 15 | |
| Humboldt - 1 | | | | Stanislaus - 1 | | | | Santa Cruz - 19 | | | | Loyola Marymount Univ - 18 | | | Santa Clara Univ - 20 | | | |

BOARD ADOPTED INDICATORS OF STUDENT ACHIEVEMENTS

a-g Completion

Algebra II Completion

AP Scores of 3 or Better

Freshmen GPA 2.0 or Better

GPA 3.0 or Better

Freshmen No "Fs"

Students with at least 1 AP class

Students with at least 1 Honors class

Graduation Rates

District a-g Completion

Indicator 2



Data Source: Indicators (Aeries Query)

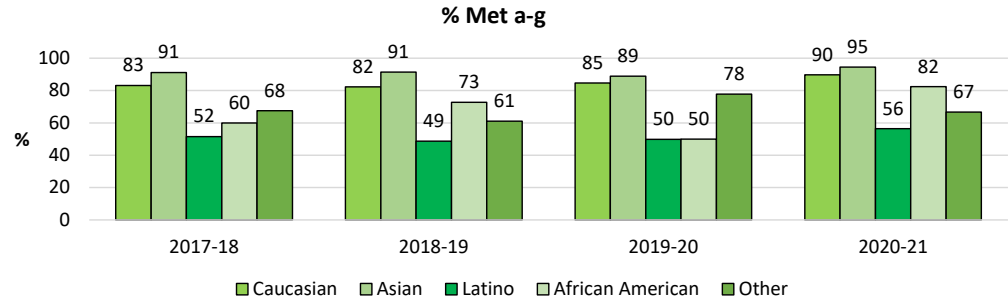
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino non SpEd, SED, EL

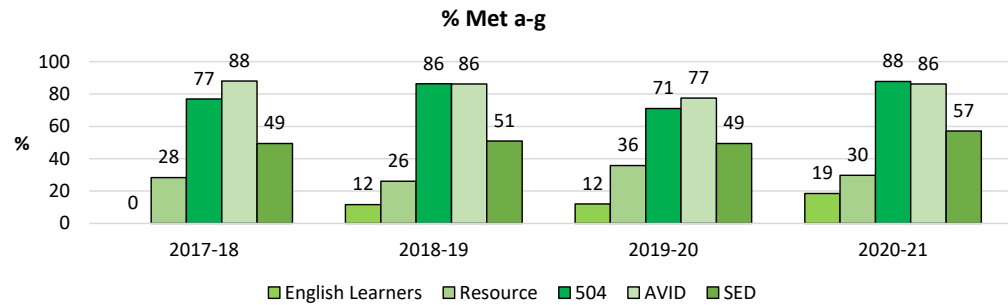
District a-g Completion

Indicator 2

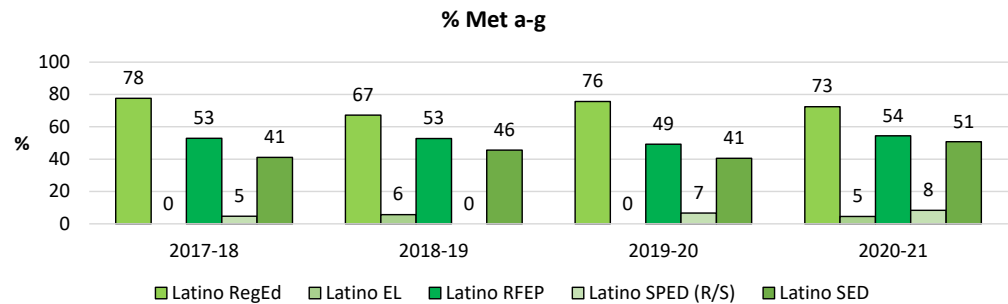
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 402 | 424 | 378 | 429 |
| | # Met a-g | 334 | 349 | 320 | 385 |
| Asian | # Enrolled | 248 | 267 | 316 | 311 |
| | # Met a-g | 226 | 244 | 281 | 294 |
| Latino | # Enrolled | 229 | 230 | 219 | 227 |
| | # Met a-g | 118 | 112 | 109 | 128 |
| African American | # Enrolled | 15 | 11 | 18 | 17 |
| | # Met a-g | 9 | 8 | 9 | 14 |
| Other | # Enrolled | 40 | 18 | 45 | 27 |
| | # Met a-g | 27 | 11 | 35 | 18 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 27 | 43 | 25 | 27 |
| | # Met a-g | 0 | 5 | 3 | 5 |
| Resource | # Enrolled | 53 | 65 | 53 | 47 |
| | # Met a-g | 15 | 17 | 19 | 14 |
| 504 | # Enrolled | 91 | 44 | 38 | 122 |
| | # Met a-g | 70 | 38 | 27 | 107 |
| AVID | # Enrolled | 84 | 87 | 71 | 94 |
| | # Met a-g | 74 | 75 | 55 | 81 |
| SED | # Enrolled | 174 | 206 | 174 | 168 |
| | # Met a-g | 86 | 105 | 86 | 96 |



| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 85 | 64 | 78 | 80 |
| | # Met a-g | 66 | 43 | 59 | 58 |
| Latino EL | # Enrolled | 22 | 35 | 19 | 22 |
| | # Met a-g | 0 | 2 | 0 | 1 |
| Latino RFEP | # Enrolled | 140 | 144 | 128 | 136 |
| | # Met a-g | 74 | 76 | 63 | 74 |
| Latino SPED (R/S) | # Enrolled | 43 | 42 | 45 | 36 |
| | # Met a-g | 2 | 0 | 3 | 3 |
| Latino SED | # Enrolled | 124 | 149 | 116 | 132 |
| | # Met a-g | 51 | 68 | 47 | 67 |



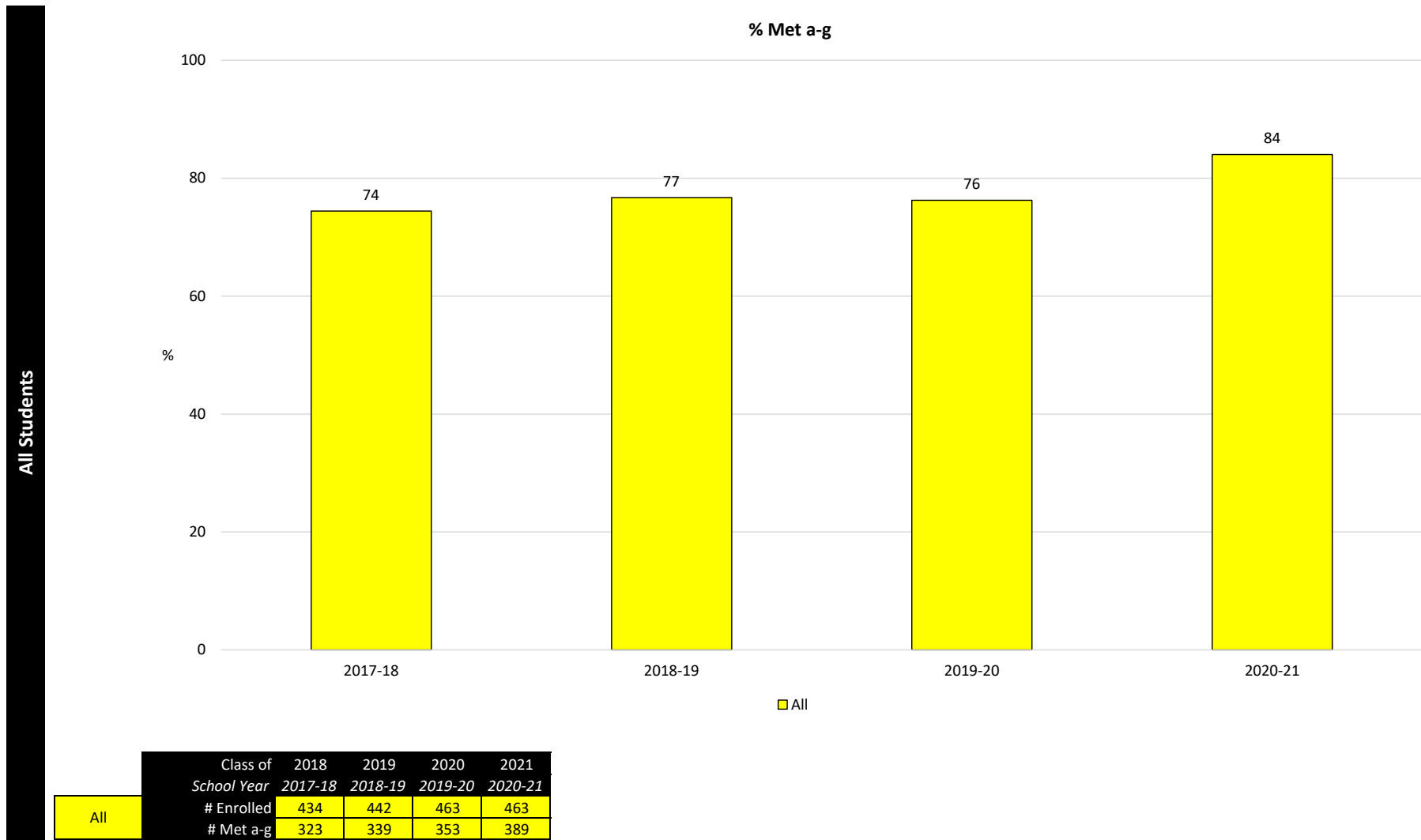
Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School a-g Completion

Indicator 2



Data Source: Indicators (Aeries Query)

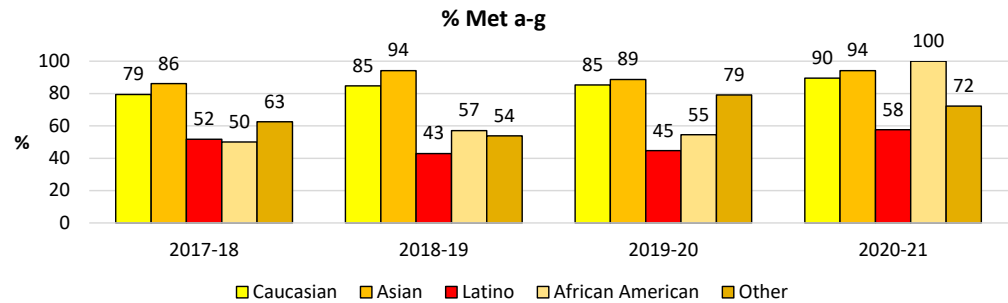
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino non SpEd, SED, EL

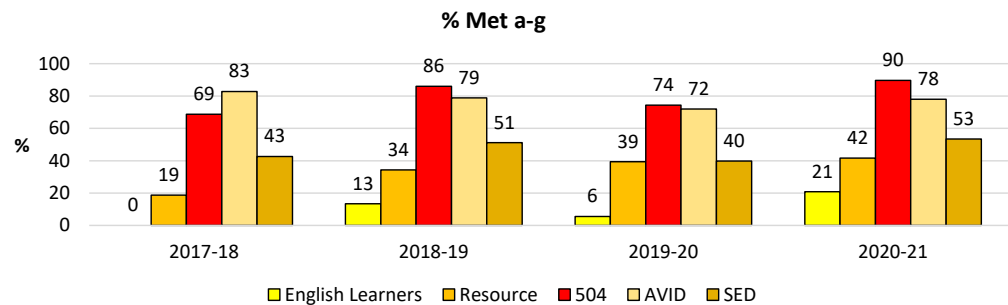
Mountain View High School a-g Completion

Indicator 2

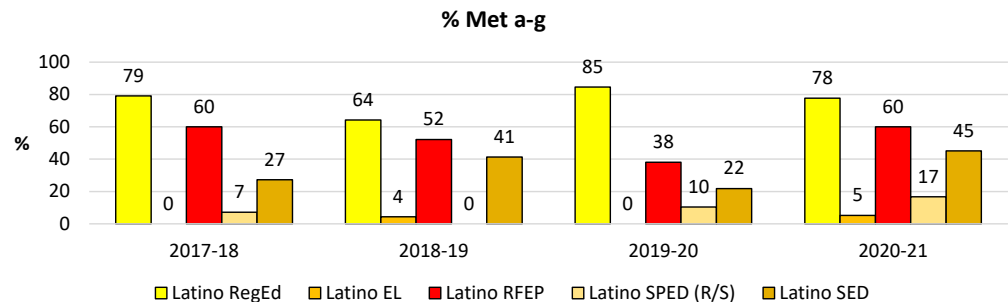
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 204 | 203 | 184 | 210 |
| | # Met a-g | 162 | 172 | 157 | 188 |
| Asian | # Enrolled | 115 | 121 | 141 | 138 |
| | # Met a-g | 99 | 114 | 125 | 130 |
| Latino | # Enrolled | 85 | 98 | 103 | 92 |
| | # Met a-g | 44 | 42 | 46 | 53 |
| African American | # Enrolled | 6 | 7 | 11 | 5 |
| | # Met a-g | 3 | 4 | 6 | 5 |
| Other | # Enrolled | 24 | 13 | 24 | 18 |
| | # Met a-g | 15 | 7 | 19 | 13 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 17 | 30 | 18 | 24 |
| | # Met a-g | 0 | 4 | 1 | 5 |
| Resource | # Enrolled | 16 | 32 | 33 | 24 |
| | # Met a-g | 3 | 11 | 13 | 10 |
| 504 | # Enrolled | 48 | 43 | 35 | 58 |
| | # Met a-g | 33 | 37 | 26 | 52 |
| AVID | # Enrolled | 29 | 33 | 25 | 50 |
| | # Met a-g | 24 | 26 | 18 | 39 |
| SED | # Enrolled | 61 | 90 | 78 | 73 |
| | # Met a-g | 26 | 46 | 31 | 39 |



| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 43 | 28 | 39 | 36 |
| | # Met a-g | 34 | 18 | 33 | 28 |
| Latino EL | # Enrolled | 14 | 23 | 16 | 19 |
| | # Met a-g | 0 | 1 | 0 | 1 |
| Latino RFEP | # Enrolled | 30 | 48 | 42 | 40 |
| | # Met a-g | 18 | 25 | 16 | 24 |
| Latino SPED (R/S) | # Enrolled | 14 | 21 | 29 | 12 |
| | # Met a-g | 1 | 0 | 3 | 2 |
| Latino SED | # Enrolled | 33 | 58 | 46 | 51 |
| | # Met a-g | 9 | 24 | 10 | 23 |



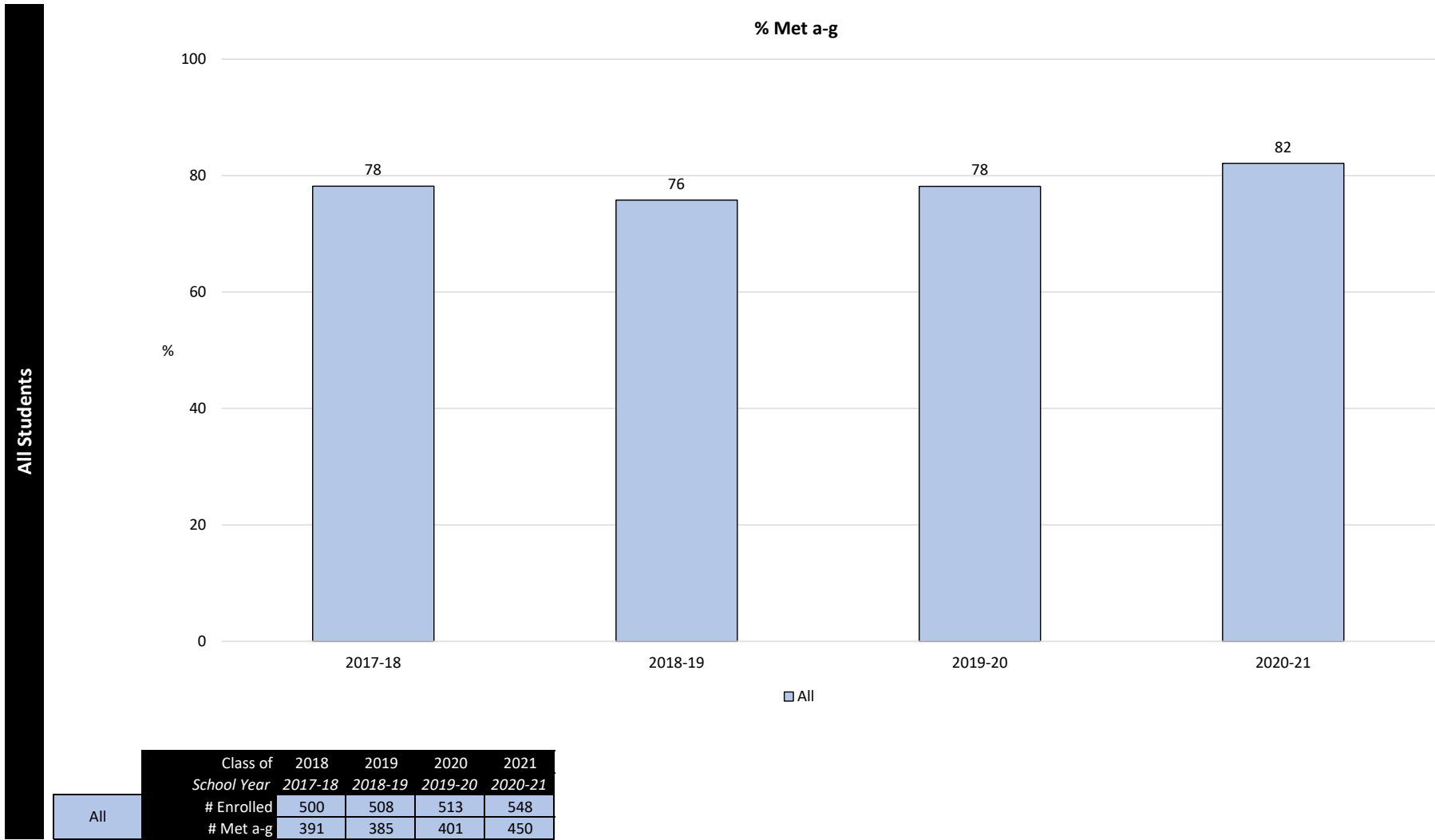
Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

Los Altos High School a-g Completion

Indicator 2



Data Source: Indicators (Aeries Query)

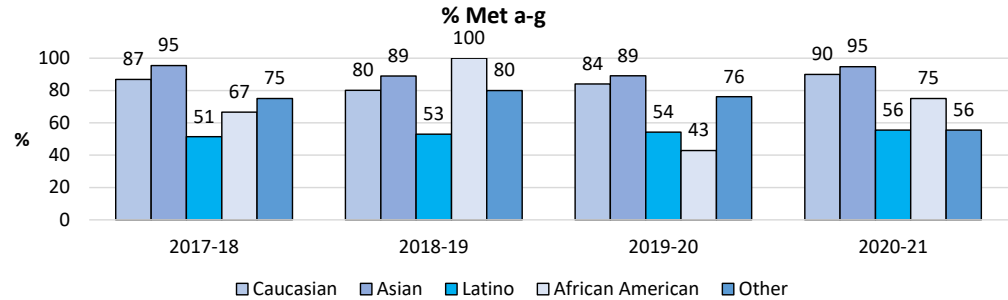
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino non SpEd, SED, EL

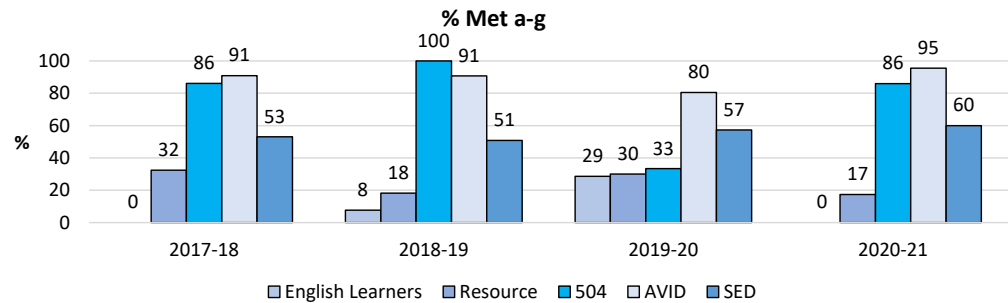
Los Altos High School a-g Completion

Indicator 2

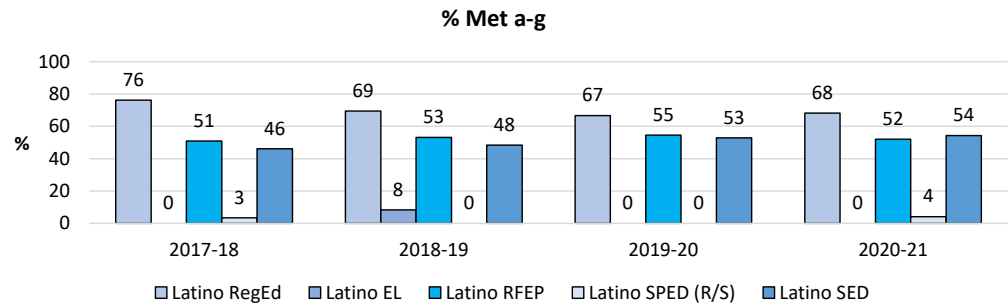
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 198 | 221 | 194 | 219 |
| | # Met a-g | 172 | 177 | 163 | 197 |
| Asian | # Enrolled | 133 | 146 | 175 | 173 |
| | # Met a-g | 127 | 130 | 156 | 164 |
| Latino | # Enrolled | 144 | 132 | 116 | 135 |
| | # Met a-g | 74 | 70 | 63 | 75 |
| African American | # Enrolled | 9 | 4 | 7 | 12 |
| | # Met a-g | 6 | 4 | 3 | 9 |
| Other | # Enrolled | 16 | 5 | 21 | 9 |
| | # Met a-g | 12 | 4 | 16 | 5 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 10 | 13 | 7 | 3 |
| | # Met a-g | 0 | 1 | 2 | 0 |
| Resource | # Enrolled | 37 | 33 | 20 | 23 |
| | # Met a-g | 12 | 6 | 6 | 4 |
| 504 | # Enrolled | 43 | 1 | 3 | 64 |
| | # Met a-g | 37 | 1 | 1 | 55 |
| AVID | # Enrolled | 55 | 54 | 46 | 44 |
| | # Met a-g | 50 | 49 | 37 | 42 |
| SED | # Enrolled | 113 | 116 | 96 | 95 |
| | # Met a-g | 60 | 59 | 55 | 57 |



| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 42 | 36 | 39 | 44 |
| | # Met a-g | 32 | 25 | 26 | 30 |
| Latino EL | # Enrolled | 8 | 12 | 3 | 3 |
| | # Met a-g | 0 | 1 | 0 | 0 |
| Latino RFEP | # Enrolled | 110 | 96 | 86 | 96 |
| | # Met a-g | 56 | 51 | 47 | 50 |
| Latino SPED (R/S) | # Enrolled | 29 | 21 | 16 | 24 |
| | # Met a-g | 1 | 0 | 0 | 1 |
| Latino SED | # Enrolled | 91 | 91 | 70 | 81 |
| | # Met a-g | 42 | 44 | 37 | 44 |

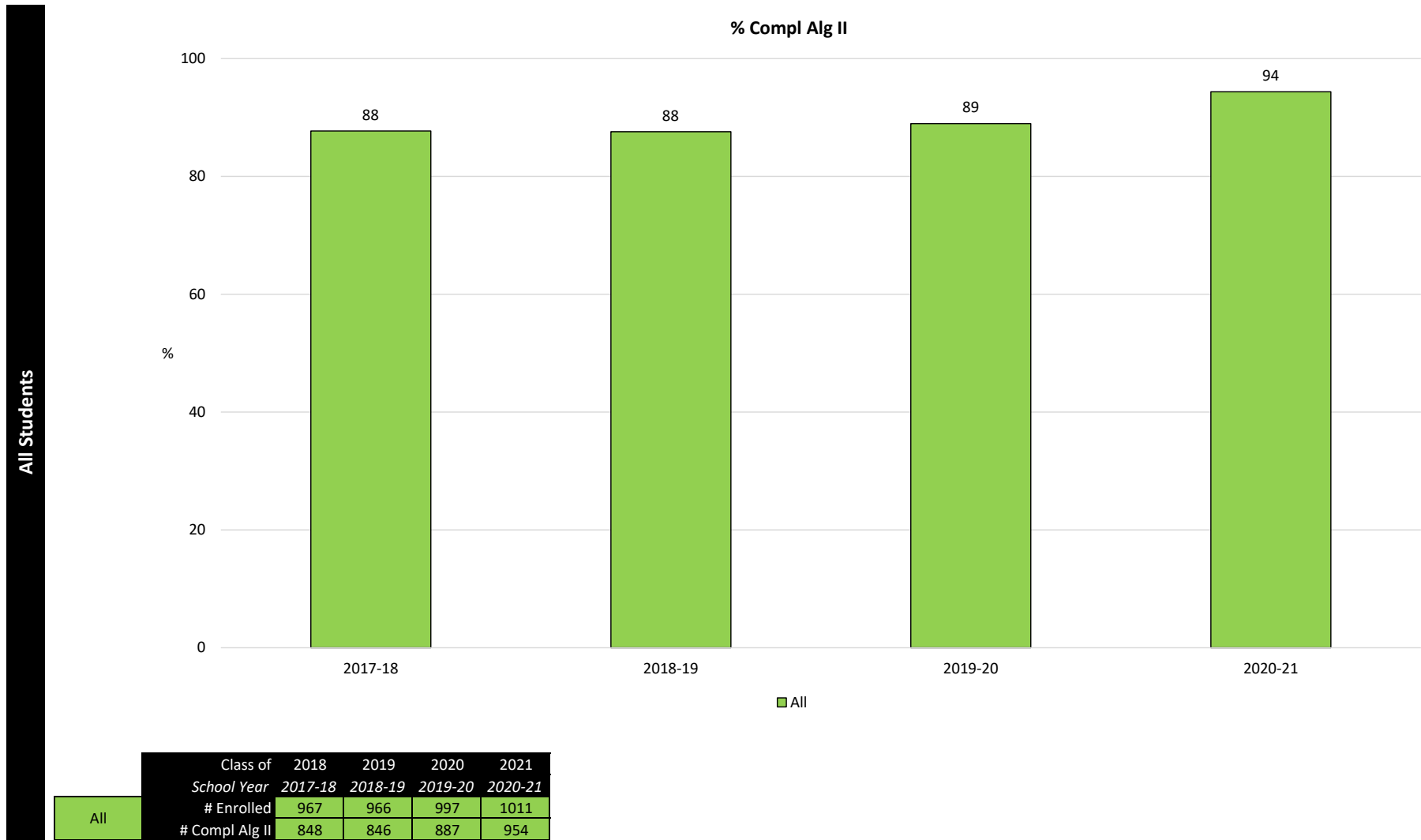


Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

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

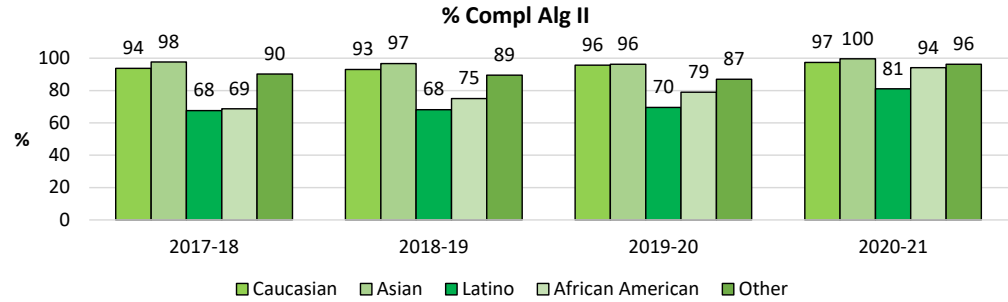


Data Source: Indicators (Aeries Query)

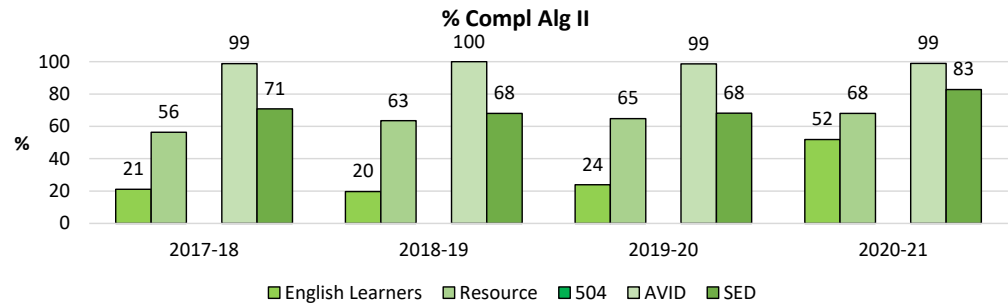
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

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

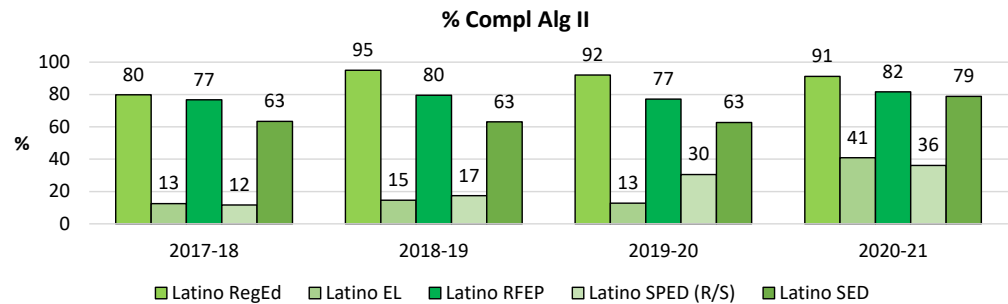
| By Ethnicity | Class of | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------|---------|---------|---------|---------|
| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 419 | 427 | 377 | 429 |
| | # Compl Alg II | 393 | 397 | 361 | 418 |
| Asian | # Enrolled | 250 | 269 | 318 | 311 |
| | # Compl Alg II | 244 | 260 | 306 | 310 |
| Latino | # Enrolled | 241 | 239 | 237 | 227 |
| | # Compl Alg II | 163 | 163 | 165 | 184 |
| African American | # Enrolled | 16 | 12 | 19 | 17 |
| | # Compl Alg II | 11 | 9 | 15 | 16 |
| Other | # Enrolled | 41 | 19 | 46 | 27 |
| | # Compl Alg II | 37 | 17 | 40 | 26 |



| By Special Populations | Class of | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------|---------|---------|---------|---------|
| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 38 | 56 | 46 | 27 |
| | # Compl Alg II | 8 | 11 | 11 | 14 |
| Resource | # Enrolled | 55 | 63 | 54 | 47 |
| | # Compl Alg II | 31 | 40 | 35 | 32 |
| 504 | # Enrolled | | | | |
| | # Compl Alg II | | | | |
| AVID | # Enrolled | 84 | 86 | 72 | 94 |
| | # Compl Alg II | 83 | 86 | 71 | 93 |
| SED | # Enrolled | 185 | 219 | 195 | 168 |
| | # Compl Alg II | 131 | 149 | 133 | 139 |



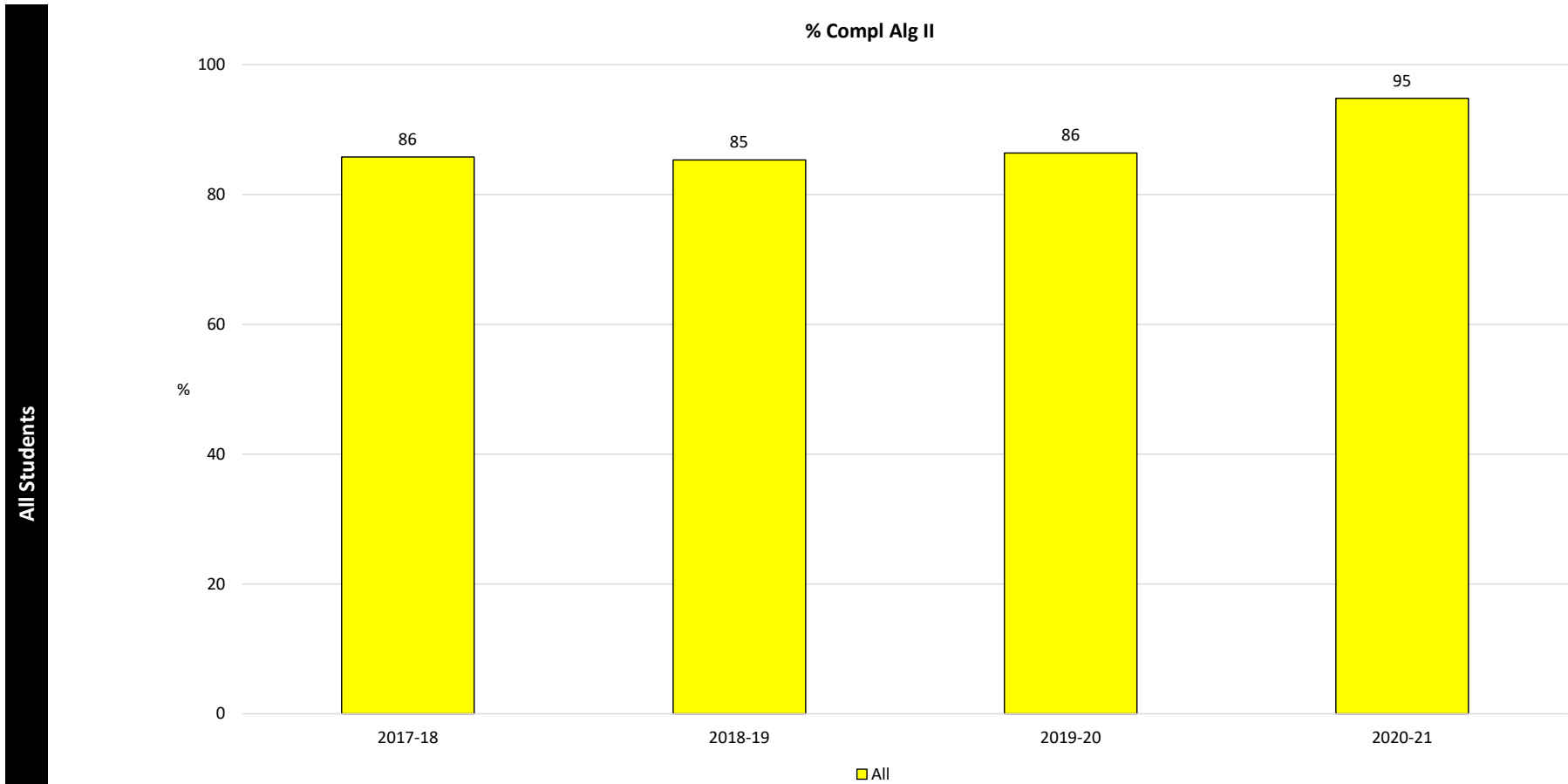
| By Latino Subgroups | Class of | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------|---------|---------|---------|---------|
| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 198 | 60 | 76 | 80 |
| | # Compl Alg II | 158 | 57 | 70 | 73 |
| Latino EL | # Enrolled | 32 | 48 | 39 | 22 |
| | # Compl Alg II | 4 | 7 | 5 | 9 |
| Latino RFEP | # Enrolled | 142 | 142 | 127 | 136 |
| | # Compl Alg II | 109 | 113 | 98 | 111 |
| Latino SPED (R/S) | # Enrolled | 43 | 46 | 46 | 36 |
| | # Compl Alg II | 5 | 8 | 14 | 13 |
| Latino SED | # Enrolled | 134 | 160 | 134 | 132 |
| | # Compl Alg II | 85 | 101 | 84 | 104 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

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



| Class of | 2018 | 2019 | 2020 | 2021 |
|----------------|---------|---------|---------|---------|
| School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| # Enrolled | 457 | 463 | 493 | 463 |
| # Compl Alg II | 392 | 395 | 426 | 439 |

Data Source: Indicators (Aeries Query)

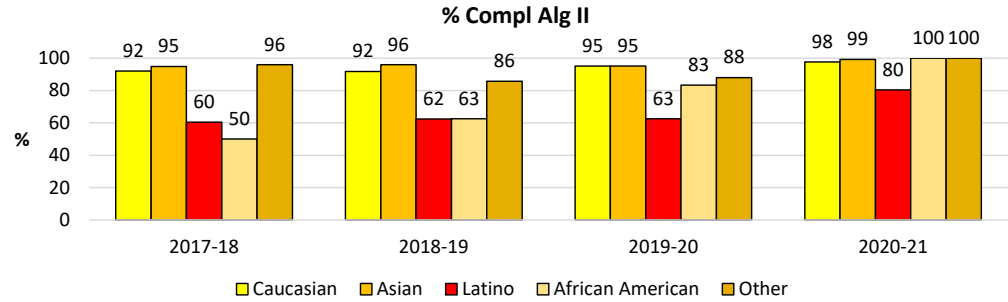
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School

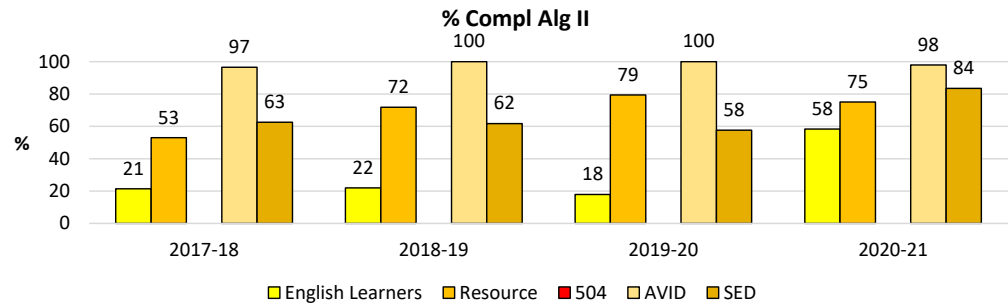
Algebra II/H Completion

with a C or Better Indicator 3

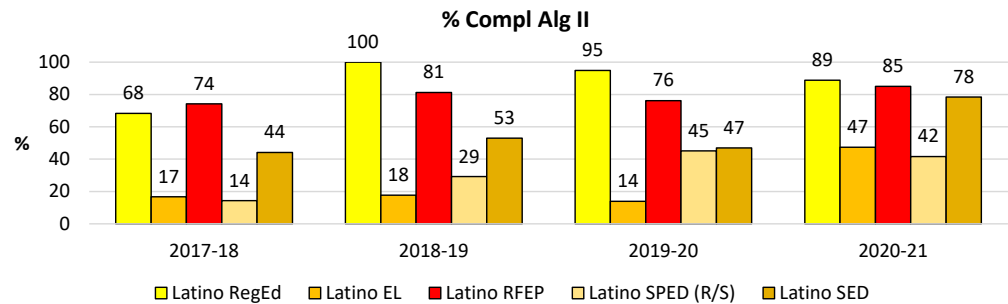
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 213 | 208 | 188 | 210 |
| | # Compl Alg II | 196 | 191 | 179 | 205 |
| Asian | # Enrolled | 117 | 124 | 145 | 138 |
| | # Compl Alg II | 111 | 119 | 138 | 137 |
| Latino | # Enrolled | 96 | 109 | 123 | 92 |
| | # Compl Alg II | 58 | 68 | 77 | 74 |
| African American | # Enrolled | 6 | 8 | 12 | 5 |
| | # Compl Alg II | 3 | 5 | 10 | 5 |
| Other | # Enrolled | 25 | 14 | 25 | 18 |
| | # Compl Alg II | 24 | 12 | 22 | 18 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 28 | 41 | 39 | 24 |
| | # Compl Alg II | 6 | 9 | 7 | 14 |
| Resource | # Enrolled | 17 | 32 | 34 | 24 |
| | # Compl Alg II | 9 | 23 | 27 | 18 |
| 504 | # Enrolled | | | | |
| | # Compl Alg II | | | | |
| AVID | # Enrolled | 29 | 32 | 26 | 50 |
| | # Compl Alg II | 28 | 32 | 26 | 49 |
| SED | # Enrolled | 72 | 102 | 99 | 73 |
| | # Compl Alg II | 45 | 63 | 57 | 61 |



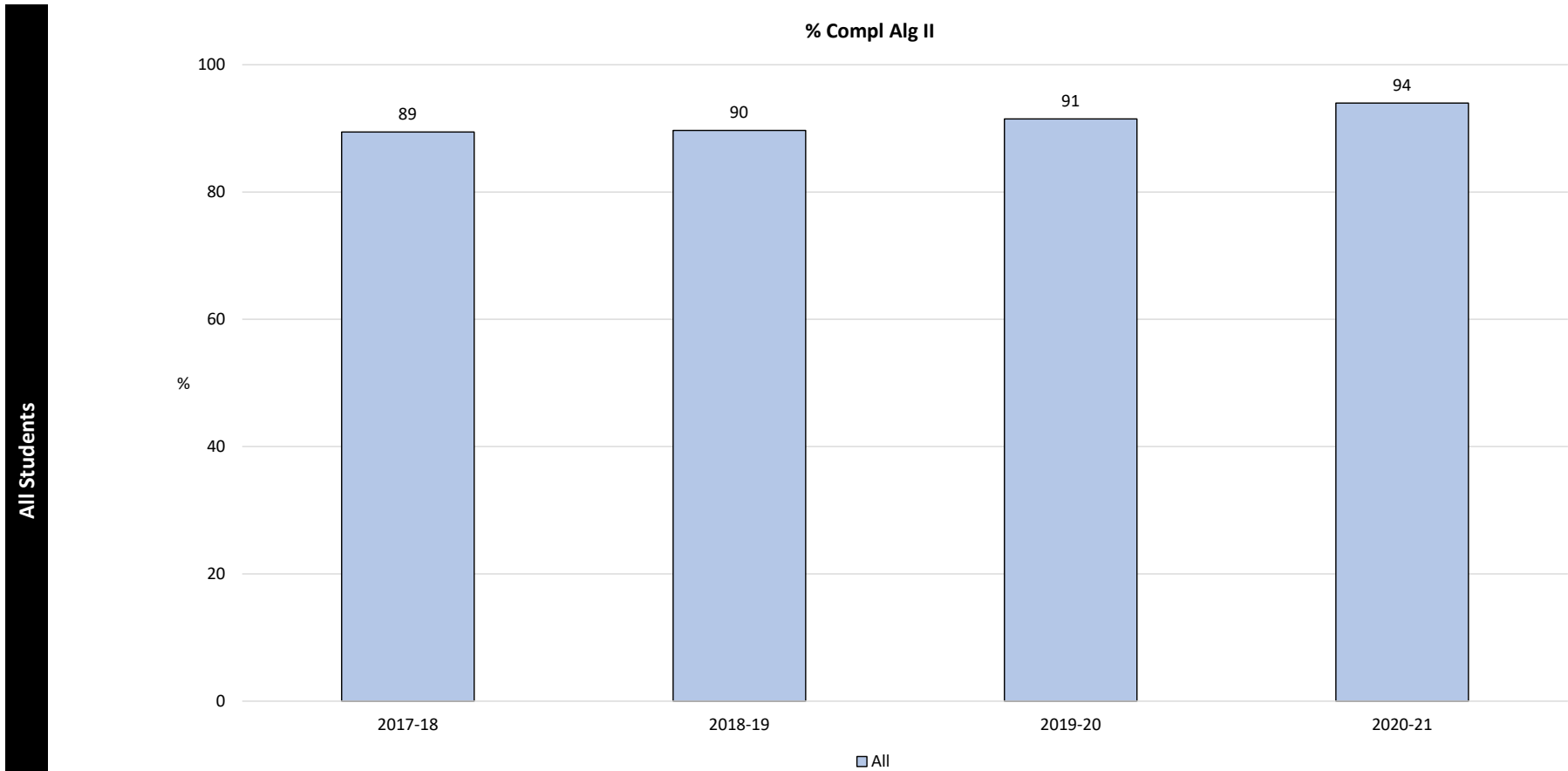
| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 82 | 27 | 39 | 36 |
| | # Compl Alg II | 56 | 27 | 37 | 32 |
| Latino EL | # Enrolled | 24 | 34 | 36 | 19 |
| | # Compl Alg II | 4 | 6 | 5 | 9 |
| Latino RFEP | # Enrolled | 31 | 48 | 42 | 40 |
| | # Compl Alg II | 23 | 39 | 32 | 34 |
| Latino SPED (R/S) | # Enrolled | 14 | 24 | 31 | 12 |
| | # Compl Alg II | 2 | 7 | 14 | 5 |
| Latino SED | # Enrolled | 43 | 68 | 64 | 51 |
| | # Compl Alg II | 19 | 36 | 30 | 40 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

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



| | Class of | | | |
|--------------------|----------------|----------------|----------------|----------------|
| | 2018 | 2019 | 2020 | 2021 |
| <i>School Year</i> | <i>2017-18</i> | <i>2018-19</i> | <i>2019-20</i> | <i>2020-21</i> |
| # Enrolled | 510 | 503 | 504 | 548 |
| # Compl Alg II | 456 | 451 | 461 | 515 |

Data Source: Indicators (Aeries Query)

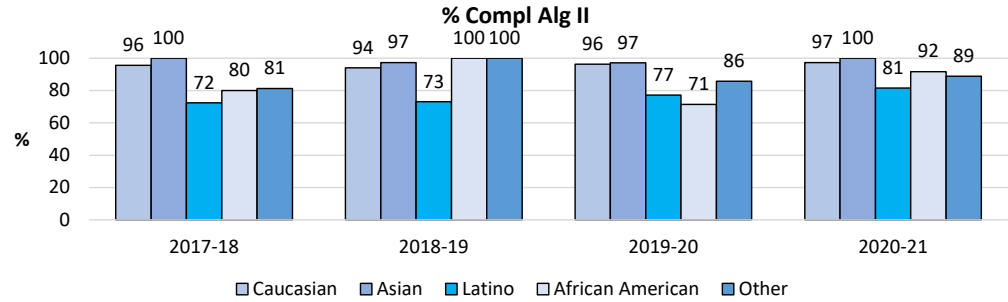
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

Los Altos High School

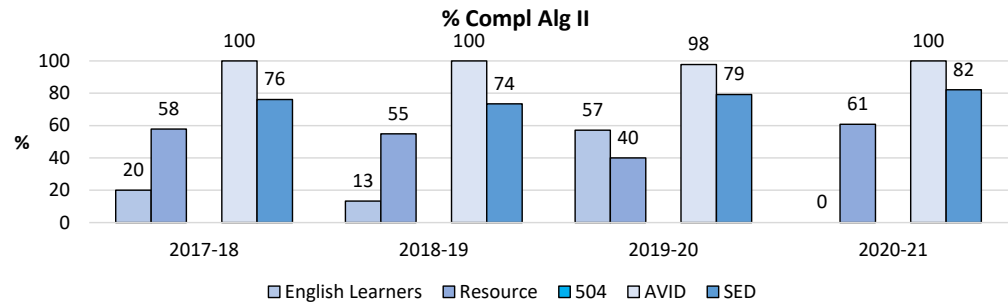
Algebra II/H Completion

with a C or Better Indicator 3

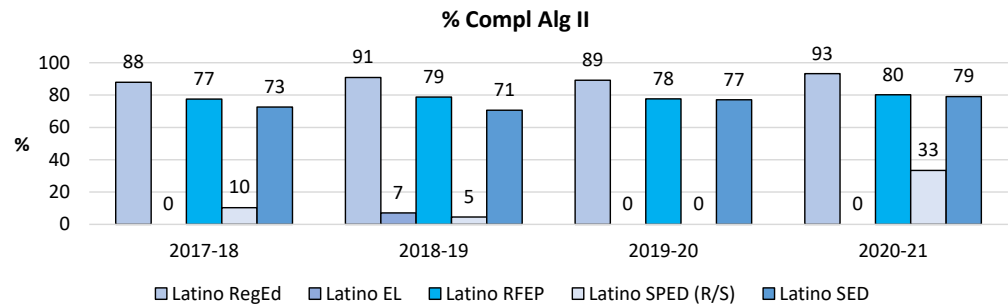
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 206 | 219 | 189 | 219 |
| | # Compl Alg II | 197 | 206 | 182 | 213 |
| Asian | # Enrolled | 133 | 145 | 173 | 173 |
| | # Compl Alg II | 133 | 141 | 168 | 173 |
| Latino | # Enrolled | 145 | 130 | 114 | 135 |
| | # Compl Alg II | 105 | 95 | 88 | 110 |
| African American | # Enrolled | 10 | 4 | 7 | 12 |
| | # Compl Alg II | 8 | 4 | 5 | 11 |
| Other | # Enrolled | 16 | 5 | 21 | 9 |
| | # Compl Alg II | 13 | 5 | 18 | 8 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 10 | 15 | 7 | 3 |
| | # Compl Alg II | 2 | 2 | 4 | 0 |
| Resource | # Enrolled | 38 | 31 | 20 | 23 |
| | # Compl Alg II | 22 | 17 | 8 | 14 |
| 504 | # Enrolled | | | | |
| | # Compl Alg II | | | | |
| AVID | # Enrolled | 55 | 54 | 46 | 44 |
| | # Compl Alg II | 55 | 54 | 45 | 44 |
| SED | # Enrolled | 113 | 117 | 96 | 95 |
| | # Compl Alg II | 86 | 86 | 76 | 78 |



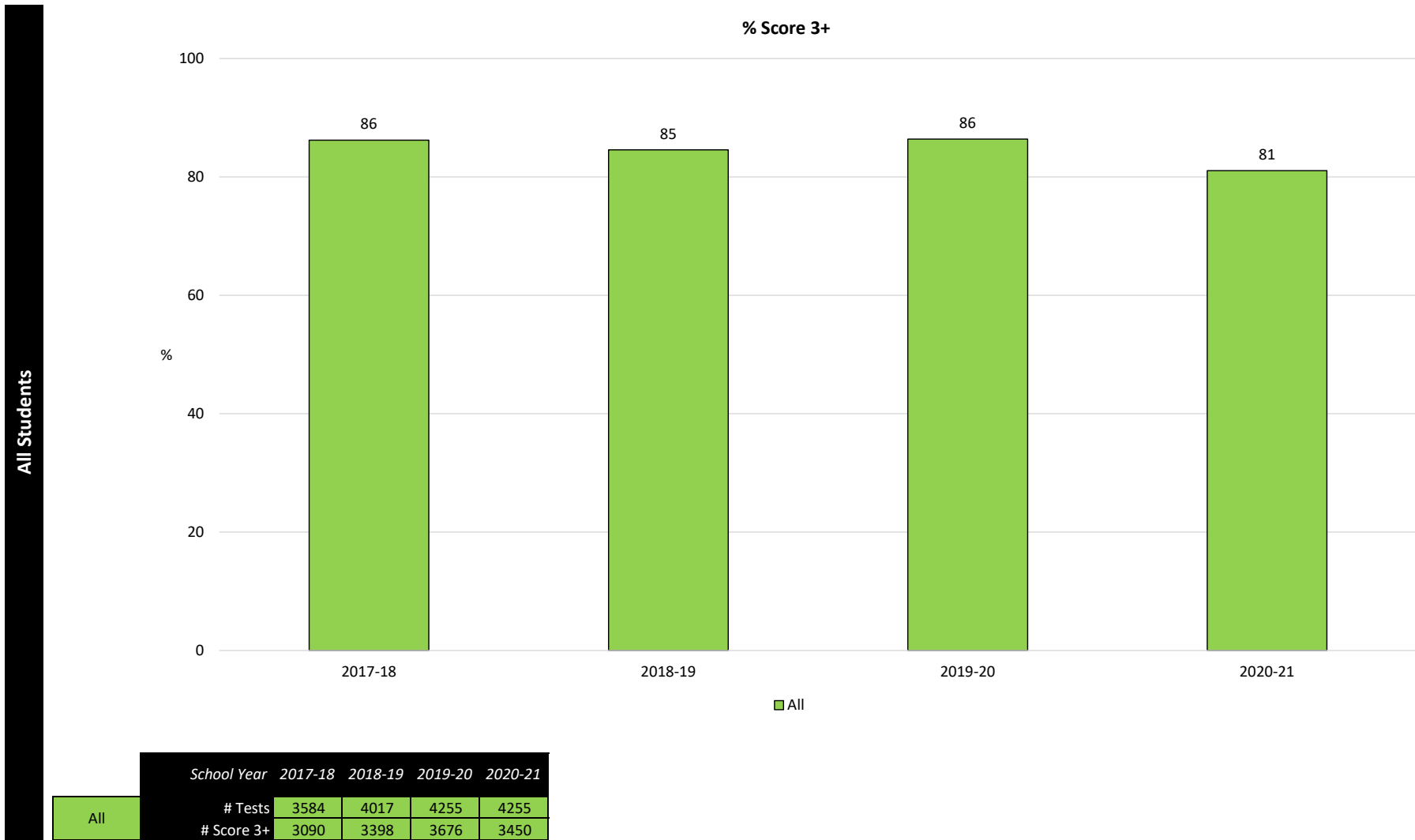
| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 116 | 33 | 37 | 44 |
| | # Compl Alg II | 102 | 30 | 33 | 41 |
| Latino EL | # Enrolled | 8 | 14 | 3 | 3 |
| | # Compl Alg II | 0 | 1 | 0 | 0 |
| Latino RFEP | # Enrolled | 111 | 94 | 85 | 96 |
| | # Compl Alg II | 86 | 74 | 66 | 77 |
| Latino SPED (R/S) | # Enrolled | 29 | 22 | 15 | 24 |
| | # Compl Alg II | 3 | 1 | 0 | 8 |
| Latino SED | # Enrolled | 91 | 92 | 70 | 81 |
| | # Compl Alg II | 66 | 65 | 54 | 64 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

District
AP Test Score 3+
 All Grade Levels
 Indicator 4

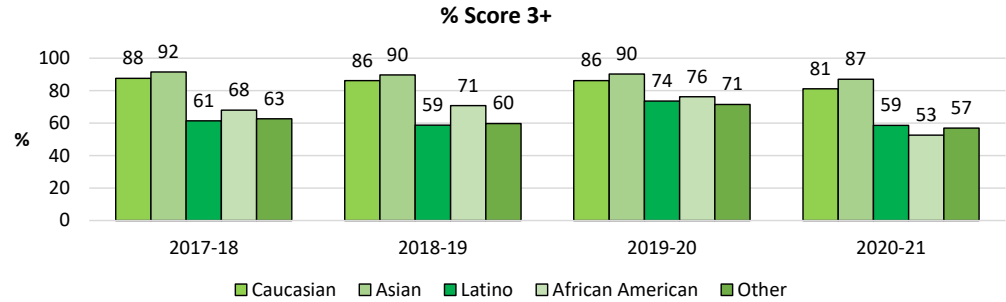


Data Source: Indicators (Aeries Query)

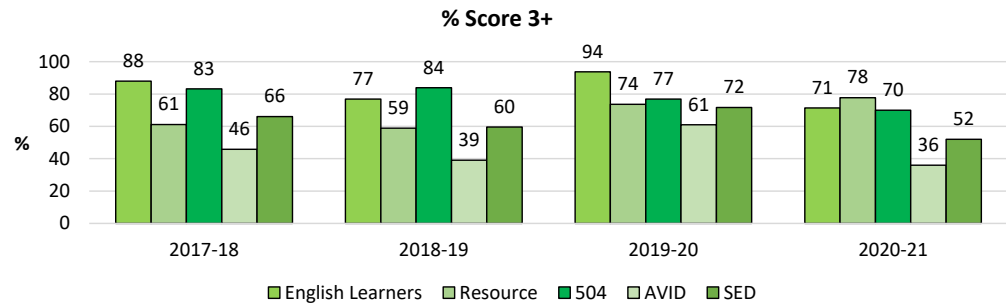
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

District AP Test Score 3+ All Grade Levels Indicator 4

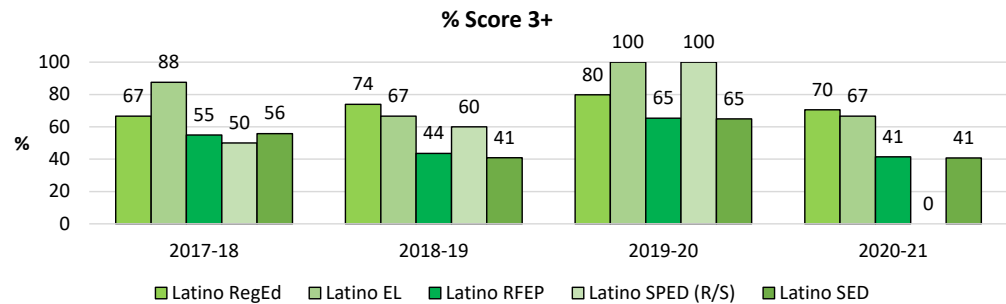
| By Ethnicity | School Year | | | | |
|------------------|-------------|---------|---------|---------|------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Caucasian | # Tests | 1552 | 1674 | 1779 | 1701 |
| | # Score 3+ | 1359 | 1442 | 1533 | 1381 |
| Asian | # Tests | 1595 | 1852 | 1931 | 2022 |
| | # Score 3+ | 1460 | 1662 | 1743 | 1761 |
| Latino | # Tests | 353 | 383 | 412 | 408 |
| | # Score 3+ | 217 | 225 | 303 | 239 |
| African American | # Tests | 25 | 41 | 42 | 38 |
| | # Score 3+ | 17 | 29 | 32 | 20 |
| Other | # Tests | 59 | 67 | 91 | 86 |
| | # Score 3+ | 37 | 40 | 65 | 49 |



| By Special Populations | School Year | | | | |
|------------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| English Learners | # Tests | 25 | 13 | 16 | 21 |
| | # Score 3+ | 22 | 10 | 15 | 15 |
| Resource | # Tests | 18 | 34 | 19 | 18 |
| | # Score 3+ | 11 | 20 | 14 | 14 |
| 504 | # Tests | 268 | 99 | 78 | 360 |
| | # Score 3+ | 223 | 83 | 60 | 252 |
| AVID | # Tests | 216 | 225 | 218 | 242 |
| | # Score 3+ | 99 | 88 | 133 | 87 |
| SED | # Tests | 318 | 369 | 325 | 271 |
| | # Score 3+ | 210 | 220 | 233 | 141 |



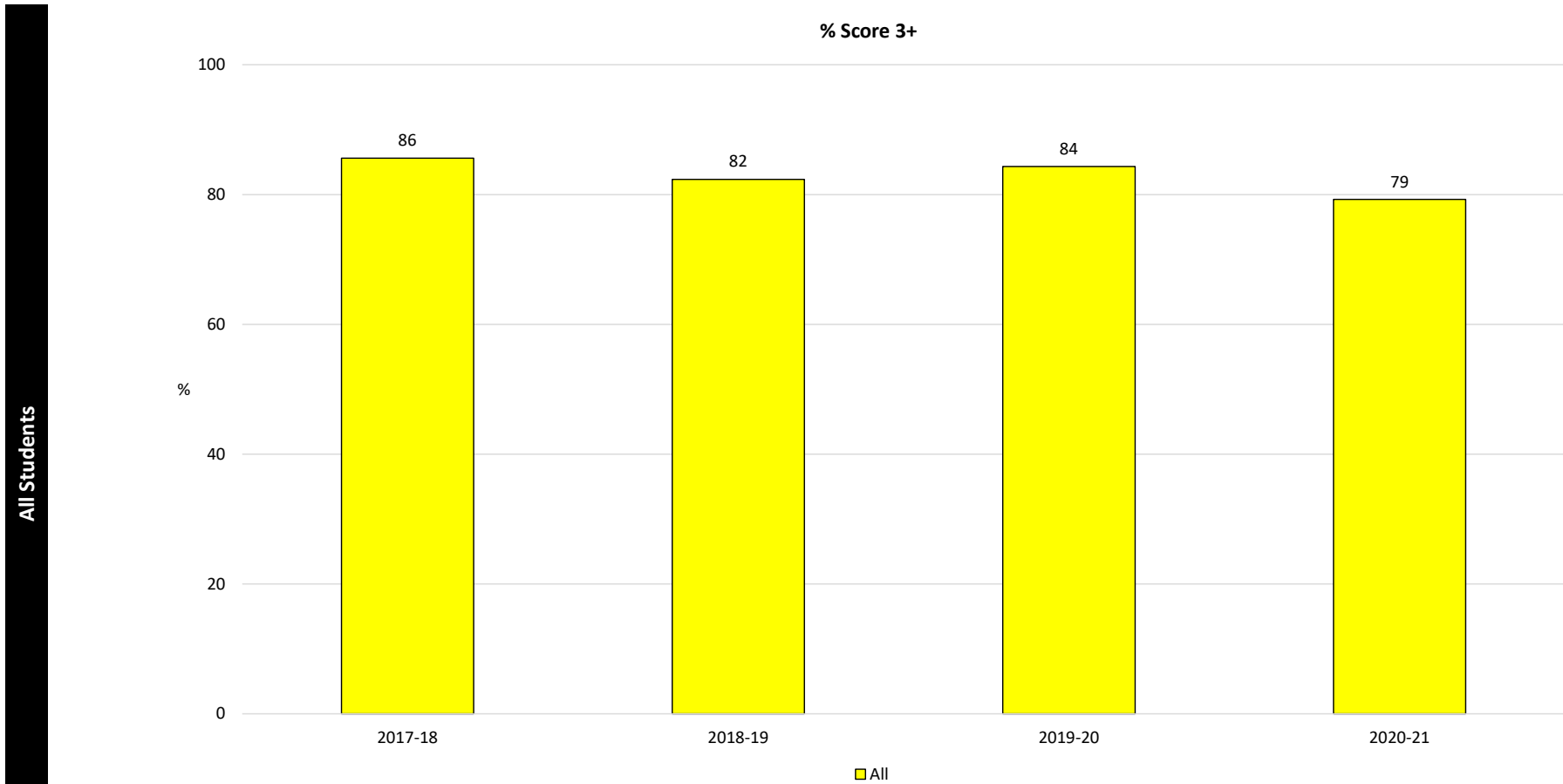
| By Latino Subgroups | School Year | | | | |
|---------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Latino RegEd | # Tests | 186 | 203 | 237 | 244 |
| | # Score 3+ | 124 | 150 | 189 | 172 |
| Latino EL | # Tests | 8 | 3 | 8 | 6 |
| | # Score 3+ | 7 | 2 | 8 | 4 |
| Latino RFEP | # Tests | 213 | 211 | 211 | 205 |
| | # Score 3+ | 117 | 92 | 138 | 85 |
| Latino SPED (R/S) | # Tests | 4 | 5 | 1 | 1 |
| | # Score 3+ | 2 | 3 | 1 | 0 |
| Latino SED | # Tests | 163 | 176 | 174 | 162 |
| | # Score 3+ | 91 | 72 | 113 | 66 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School
AP Test Score 3+
 All Grade Levels
 Indicator 4



All Students

| School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-------------|---------|---------|---------|---------|
| # Tests | 1647 | 1881 | 2001 | 2028 |
| # Score 3+ | 1410 | 1549 | 1687 | 1607 |

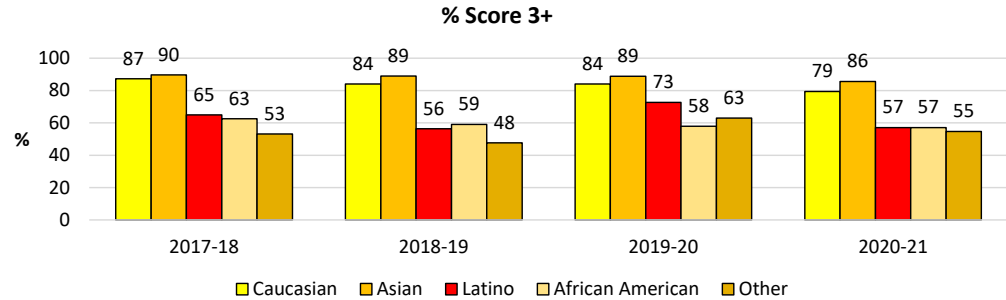
Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

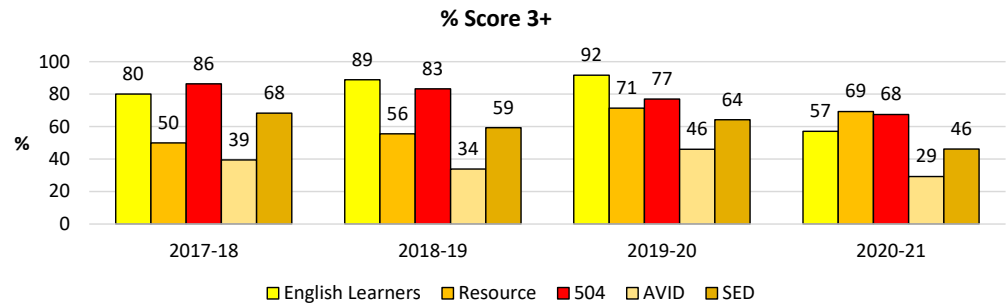
Mountain View High School AP Test Score 3+

All Grade Levels Indicator 4

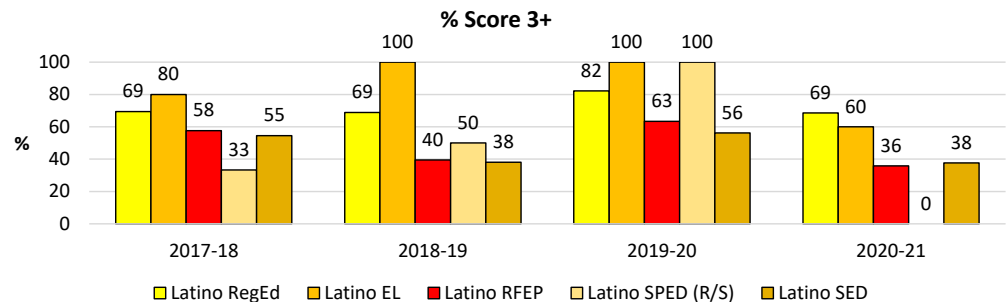
| By Ethnicity | School Year | | | | |
|------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Caucasian | # Tests | 770 | 856 | 894 | 899 |
| | # Score 3+ | 672 | 720 | 751 | 714 |
| Asian | # Tests | 698 | 780 | 862 | 876 |
| | # Score 3+ | 626 | 694 | 766 | 750 |
| Latino | # Tests | 131 | 179 | 172 | 168 |
| | # Score 3+ | 85 | 101 | 125 | 96 |
| African American | # Tests | 16 | 22 | 19 | 21 |
| | # Score 3+ | 10 | 13 | 11 | 12 |
| Other | # Tests | 32 | 44 | 54 | 64 |
| | # Score 3+ | 17 | 21 | 34 | 35 |



| By Special Populations | School Year | | | | |
|------------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| English Learners | # Tests | 15 | 9 | 12 | 14 |
| | # Score 3+ | 12 | 8 | 11 | 8 |
| Resource | # Tests | 10 | 18 | 7 | 13 |
| | # Score 3+ | 5 | 10 | 5 | 9 |
| 504 | # Tests | 125 | 96 | 78 | 157 |
| | # Score 3+ | 108 | 80 | 60 | 106 |
| AVID | # Tests | 71 | 112 | 89 | 99 |
| | # Score 3+ | 28 | 38 | 41 | 29 |
| SED | # Tests | 120 | 177 | 134 | 106 |
| | # Score 3+ | 82 | 105 | 86 | 49 |



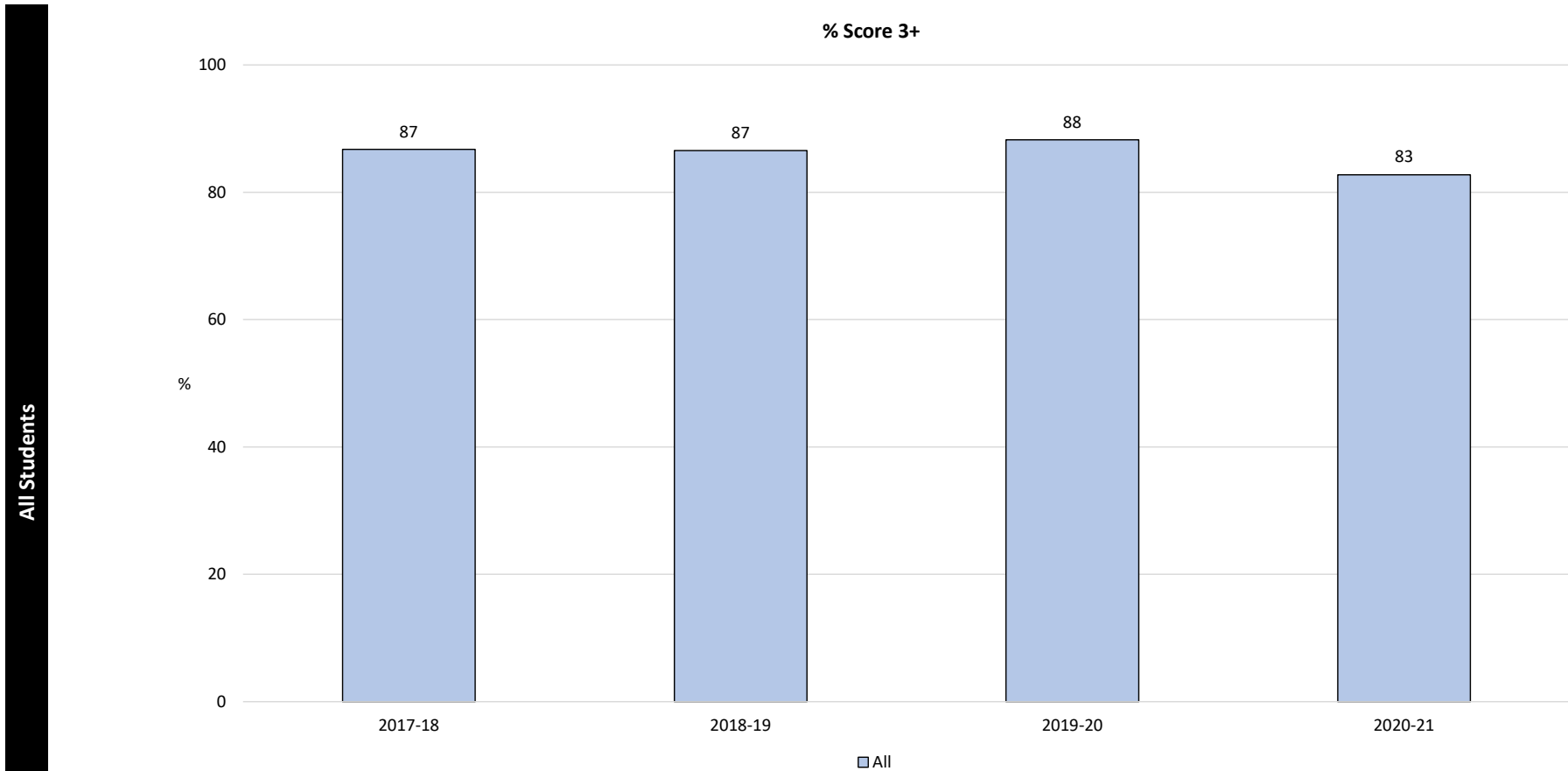
| By Latino Subgroups | School Year | | | | |
|---------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Latino RegEd | # Tests | 95 | 106 | 107 | 105 |
| | # Score 3+ | 66 | 73 | 88 | 72 |
| Latino EL | # Tests | 5 | 2 | 5 | 5 |
| | # Score 3+ | 4 | 2 | 5 | 3 |
| Latino RFEF | # Tests | 52 | 86 | 60 | 67 |
| | # Score 3+ | 30 | 34 | 38 | 24 |
| Latino SPED (R/S) | # Tests | 3 | 2 | 1 | 1 |
| | # Score 3+ | 1 | 1 | 1 | 0 |
| Latino SED | # Tests | 33 | 71 | 64 | 61 |
| | # Score 3+ | 18 | 27 | 36 | 23 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

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



| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|-------------|---------|---------|---------|---------|
| All | # Tests | 1937 | 2136 | 2254 | 2227 |
| | # Score 3+ | 1680 | 1849 | 1989 | 1843 |

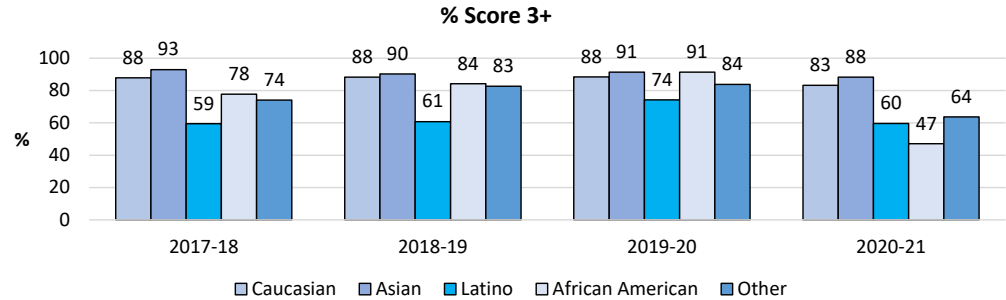
Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

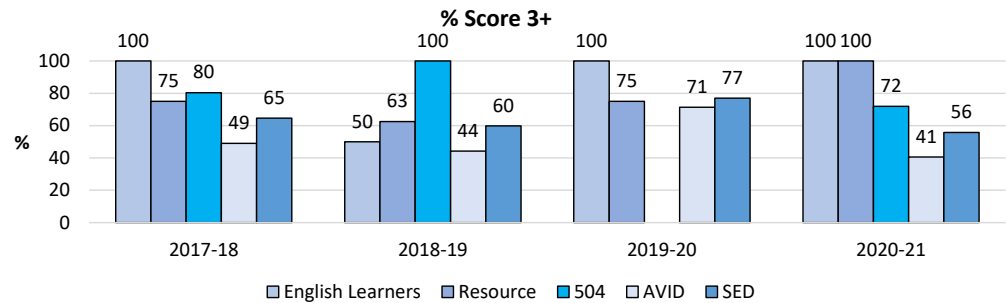
Los Altos High School AP Test Score 3+

All Grade Levels Indicator 4

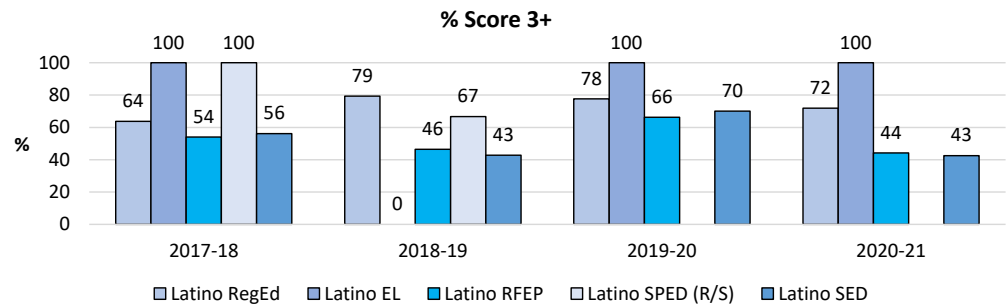
| By Ethnicity | School Year | | | | |
|------------------|-------------|---------|---------|---------|------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Caucasian | # Tests | 782 | 818 | 885 | 802 |
| | # Score 3+ | 687 | 722 | 782 | 667 |
| Asian | # Tests | 897 | 1072 | 1069 | 1146 |
| | # Score 3+ | 834 | 968 | 977 | 1011 |
| Latino | # Tests | 222 | 204 | 240 | 240 |
| | # Score 3+ | 132 | 124 | 178 | 143 |
| African American | # Tests | 9 | 19 | 23 | 17 |
| | # Score 3+ | 7 | 16 | 21 | 8 |
| Other | # Tests | 27 | 23 | 37 | 22 |
| | # Score 3+ | 20 | 19 | 31 | 14 |



| By Special Populations | School Year | | | | |
|------------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| English Learners | # Tests | 10 | 4 | 4 | 7 |
| | # Score 3+ | 10 | 2 | 4 | 7 |
| Resource | # Tests | 8 | 16 | 12 | 5 |
| | # Score 3+ | 6 | 10 | 9 | 5 |
| 504 | # Tests | 143 | 3 | 0 | 203 |
| | # Score 3+ | 115 | 3 | 0 | 146 |
| AVID | # Tests | 145 | 113 | 129 | 143 |
| | # Score 3+ | 71 | 50 | 92 | 58 |
| SED | # Tests | 198 | 192 | 191 | 165 |
| | # Score 3+ | 128 | 115 | 147 | 92 |



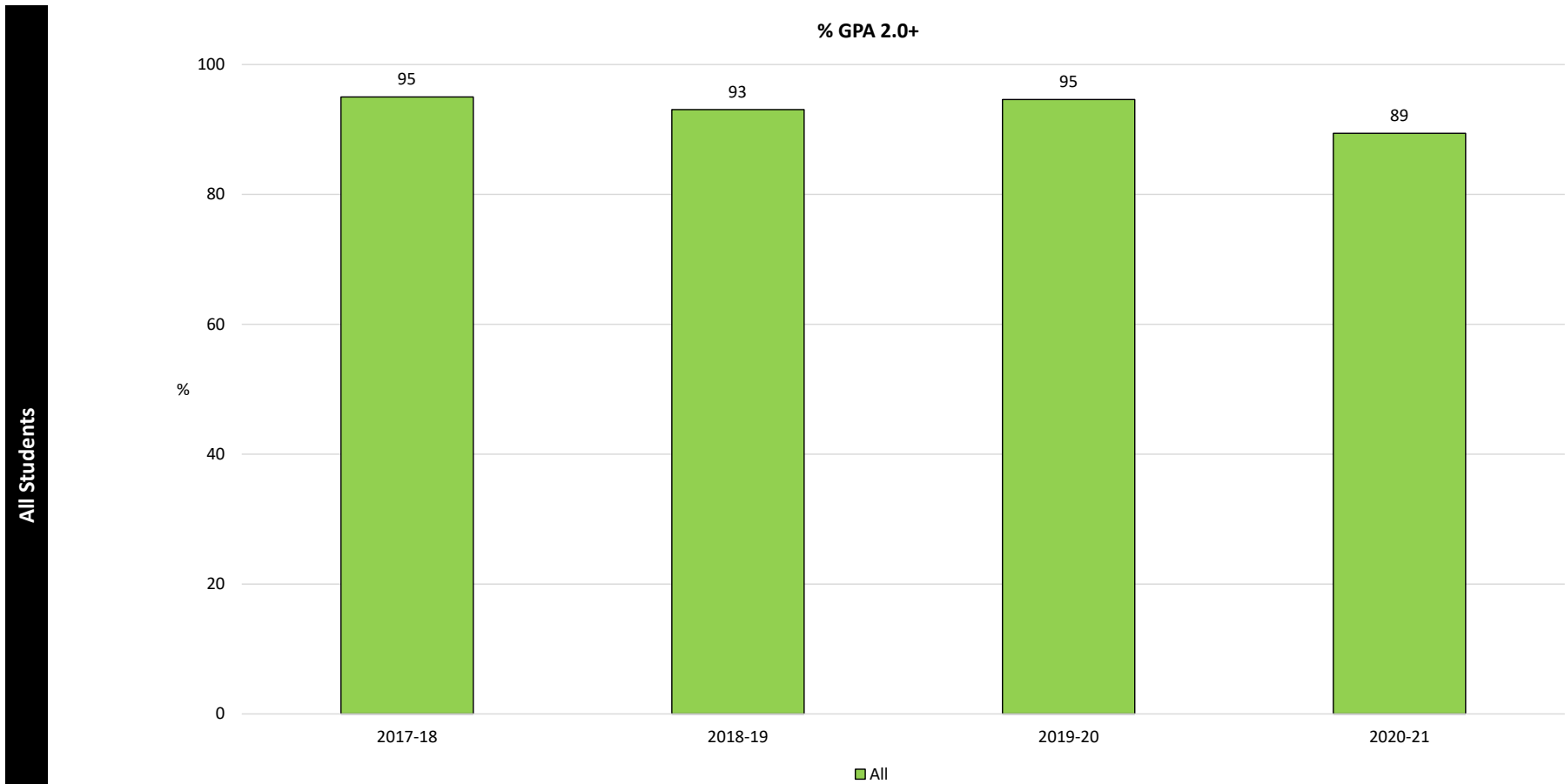
| By Latino Subgroups | School Year | | | | |
|---------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Latino RegEd | # Tests | 91 | 97 | 130 | 139 |
| | # Score 3+ | 58 | 77 | 101 | 100 |
| Latino EL | # Tests | 3 | 1 | 3 | 1 |
| | # Score 3+ | 3 | 0 | 3 | 1 |
| Latino RFEF | # Tests | 161 | 125 | 151 | 138 |
| | # Score 3+ | 87 | 58 | 100 | 61 |
| Latino SPED (R/S) | # Tests | 1 | 3 | 0 | 0 |
| | # Score 3+ | 1 | 2 | 0 | 0 |
| Latino SED | # Tests | 130 | 105 | 110 | 101 |
| | # Score 3+ | 73 | 45 | 77 | 43 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

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



| | Class of | | | |
|-------------|----------|---------|---------|---------|
| | 2021 | 2022 | 2023 | 2024 |
| School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| # Enrolled | 1063 | 1123 | 1132 | 1077 |
| # GPA 2.0+ | 1010 | 1045 | 1071 | 963 |

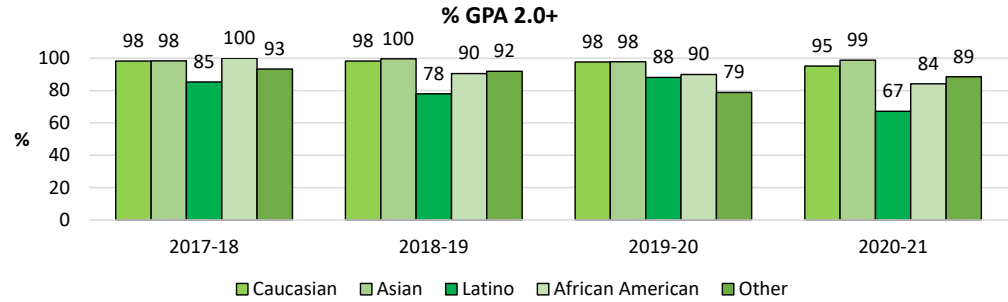
Data Source: Indicators (Aeries Query)

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

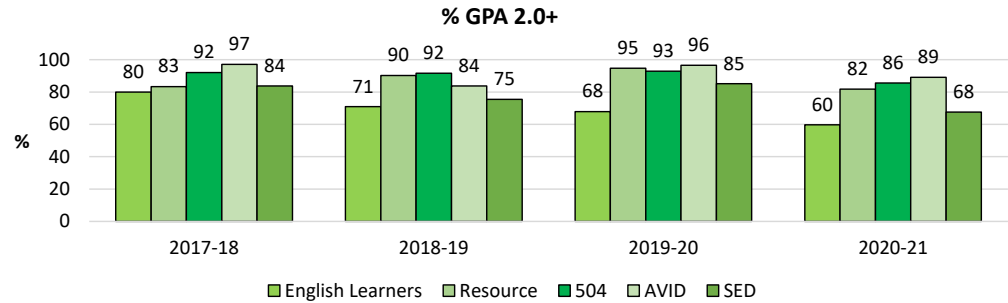
Latino Reg Ed = Latino non SpEd, SED, EL

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

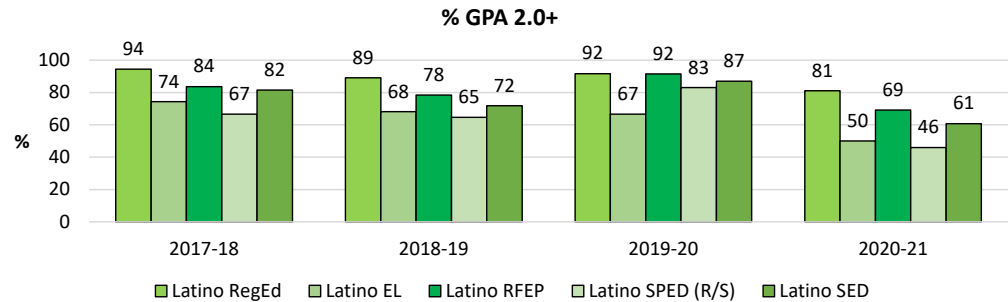
| By Ethnicity | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 453 | 457 | 422 | 433 |
| | # GPA 2.0+ | 445 | 449 | 412 | 412 |
| Asian | # Enrolled | 310 | 317 | 372 | 340 |
| | # GPA 2.0+ | 305 | 316 | 364 | 336 |
| Latino | # Enrolled | 258 | 291 | 285 | 250 |
| | # GPA 2.0+ | 220 | 227 | 251 | 168 |
| African American | # Enrolled | 12 | 21 | 20 | 19 |
| | # GPA 2.0+ | 12 | 19 | 18 | 16 |
| Other | # Enrolled | 30 | 37 | 33 | 35 |
| | # GPA 2.0+ | 28 | 34 | 26 | 31 |



| By Special Populations | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 55 | 55 | 56 | 72 |
| | # GPA 2.0+ | 44 | 39 | 38 | 43 |
| Resource | # Enrolled | 54 | 51 | 57 | 44 |
| | # GPA 2.0+ | 45 | 46 | 54 | 36 |
| 504 | # Enrolled | 75 | 24 | 85 | 97 |
| | # GPA 2.0+ | 69 | 22 | 79 | 83 |
| AVID | # Enrolled | 103 | 80 | 85 | 83 |
| | # GPA 2.0+ | 100 | 67 | 82 | 74 |
| SED | # Enrolled | 190 | 216 | 155 | 102 |
| | # GPA 2.0+ | 159 | 163 | 132 | 69 |



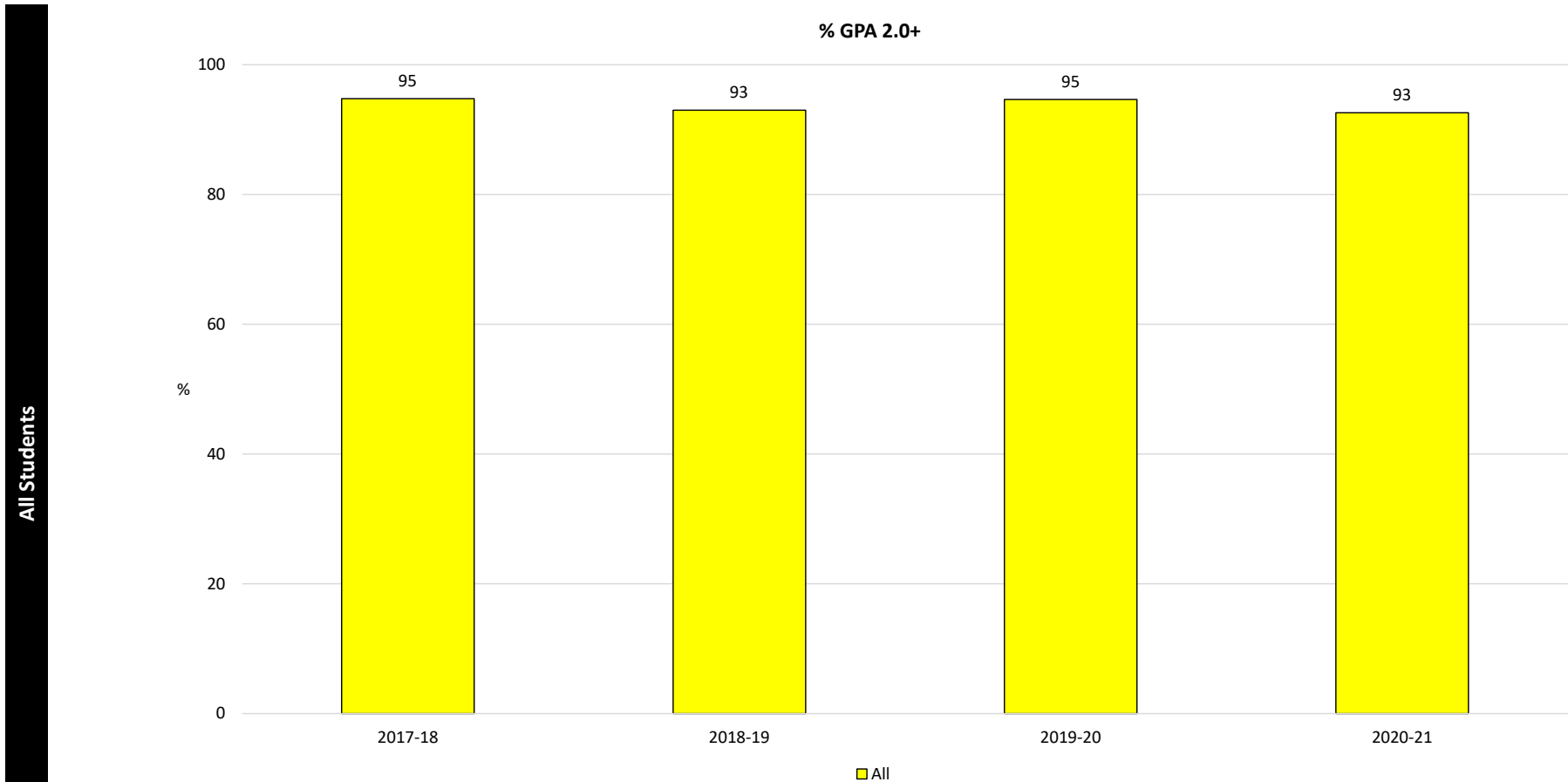
| By Latino Subgroups | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 90 | 101 | 132 | 116 |
| | # GPA 2.0+ | 85 | 90 | 121 | 94 |
| Latino EL | # Enrolled | 35 | 47 | 42 | 56 |
| | # GPA 2.0+ | 26 | 32 | 28 | 28 |
| Latino RFEP | # Enrolled | 147 | 167 | 165 | 136 |
| | # GPA 2.0+ | 123 | 131 | 151 | 94 |
| Latino SPED (R/S) | # Enrolled | 42 | 48 | 47 | 37 |
| | # GPA 2.0+ | 28 | 31 | 39 | 17 |
| Latino SED | # Enrolled | 146 | 170 | 123 | 79 |
| | # GPA 2.0+ | 119 | 122 | 107 | 48 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

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



All Students

| Class of | 2021 | 2022 | 2023 | 2024 |
|-------------|---------|---------|---------|---------|
| School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| # Enrolled | 496 | 571 | 579 | 553 |
| # GPA 2.0+ | 470 | 531 | 548 | 512 |

Data Source: Indicators (Aeries Query)

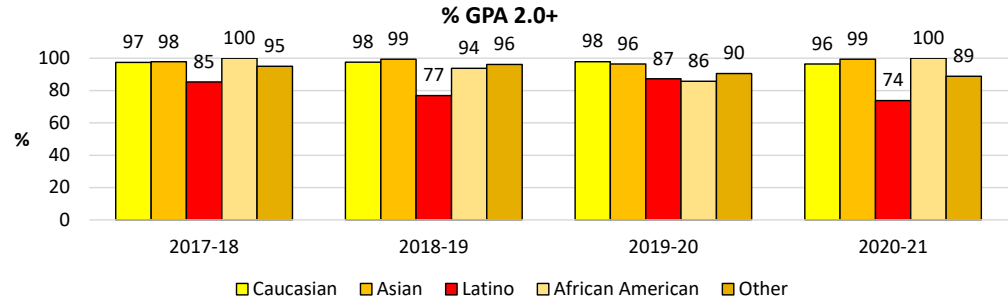
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School

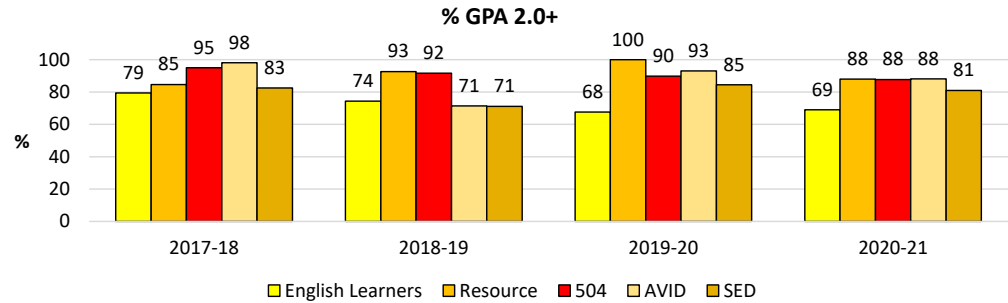
Freshmen GPA 2.0+

End of Year Total Unweighted GPA Indicator 7a

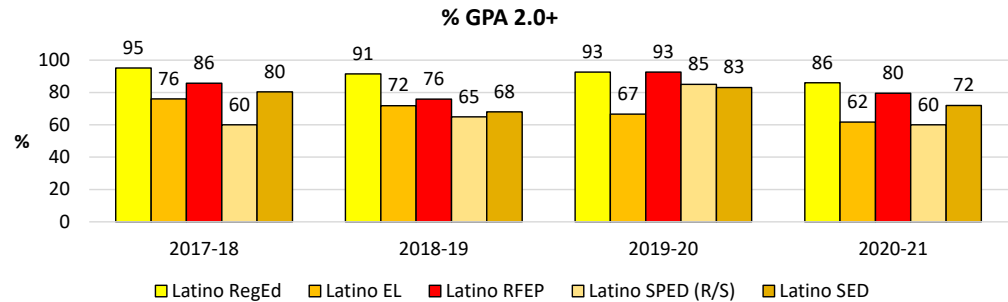
| | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------|-------------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 225 | 244 | 232 | 248 |
| | # GPA 2.0+ | 219 | 238 | 227 | 239 |
| Asian | # Enrolled | 138 | 151 | 194 | 161 |
| | # GPA 2.0+ | 135 | 150 | 187 | 160 |
| Latino | # Enrolled | 109 | 134 | 118 | 107 |
| | # GPA 2.0+ | 93 | 103 | 103 | 79 |
| African American | # Enrolled | 4 | 16 | 14 | 10 |
| | # GPA 2.0+ | 4 | 15 | 12 | 10 |
| Other | # Enrolled | 20 | 26 | 21 | 27 |
| | # GPA 2.0+ | 19 | 25 | 19 | 24 |



| | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------|-------------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 39 | 39 | 34 | 42 |
| | # GPA 2.0+ | 31 | 29 | 23 | 29 |
| Resource | # Enrolled | 26 | 27 | 32 | 25 |
| | # GPA 2.0+ | 22 | 25 | 32 | 22 |
| 504 | # Enrolled | 40 | 24 | 39 | 49 |
| | # GPA 2.0+ | 38 | 22 | 35 | 43 |
| AVID | # Enrolled | 54 | 42 | 43 | 42 |
| | # GPA 2.0+ | 53 | 30 | 40 | 37 |
| SED | # Enrolled | 80 | 97 | 71 | 42 |
| | # GPA 2.0+ | 66 | 69 | 60 | 34 |



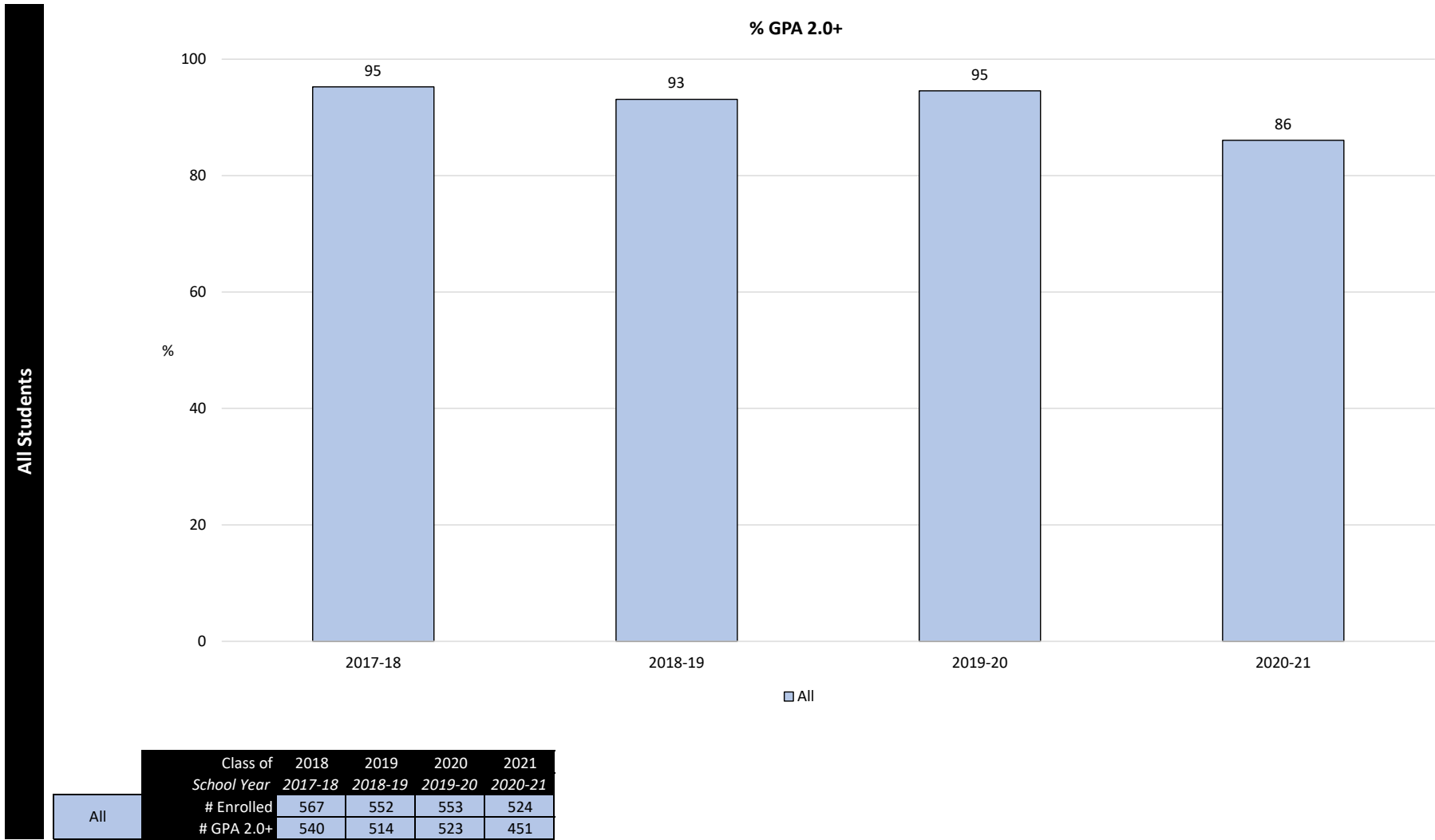
| | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|-------------------|-------------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 41 | 47 | 54 | 50 |
| | # GPA 2.0+ | 39 | 43 | 50 | 43 |
| Latino EL | # Enrolled | 25 | 32 | 24 | 34 |
| | # GPA 2.0+ | 19 | 23 | 16 | 21 |
| Latino RFEP | # Enrolled | 42 | 58 | 54 | 44 |
| | # GPA 2.0+ | 36 | 44 | 50 | 35 |
| Latino SPED (R/S) | # Enrolled | 15 | 20 | 20 | 15 |
| | # GPA 2.0+ | 9 | 13 | 17 | 9 |
| Latino SED | # Enrolled | 56 | 75 | 53 | 25 |
| | # GPA 2.0+ | 45 | 51 | 44 | 18 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

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



Data Source: Indicators (Aeries Query)

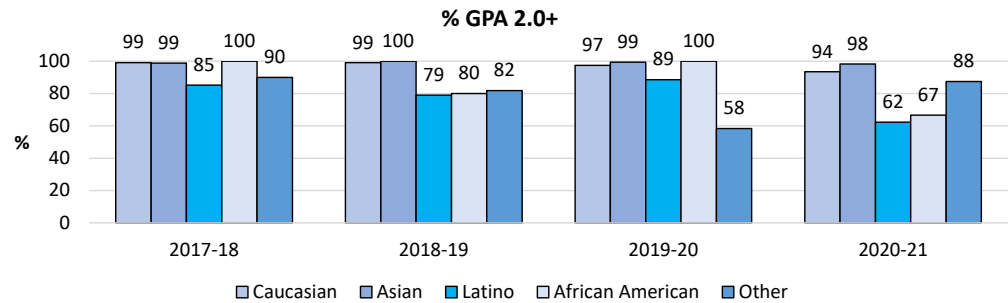
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

Los Altos High School

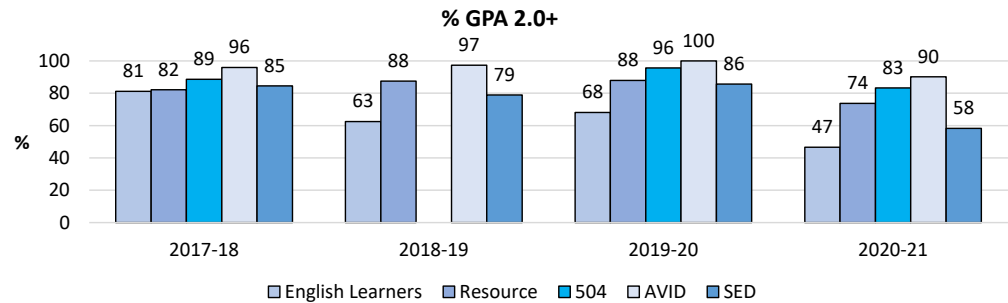
Freshmen GPA 2.0+

End of Year Total Unweighted GPA Indicator 7a

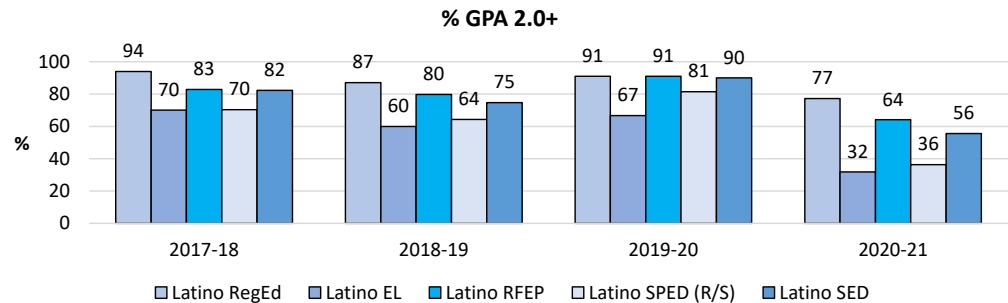
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 228 | 213 | 190 | 185 |
| | # GPA 2.0+ | 226 | 211 | 185 | 173 |
| Asian | # Enrolled | 172 | 166 | 178 | 179 |
| | # GPA 2.0+ | 170 | 166 | 177 | 176 |
| Latino | # Enrolled | 149 | 157 | 167 | 143 |
| | # GPA 2.0+ | 127 | 124 | 148 | 89 |
| African American | # Enrolled | 8 | 5 | 6 | 9 |
| | # GPA 2.0+ | 8 | 4 | 6 | 6 |
| Other | # Enrolled | 10 | 11 | 12 | 8 |
| | # GPA 2.0+ | 9 | 9 | 7 | 7 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 16 | 16 | 22 | 30 |
| | # GPA 2.0+ | 13 | 10 | 15 | 14 |
| Resource | # Enrolled | 28 | 24 | 25 | 19 |
| | # GPA 2.0+ | 23 | 21 | 22 | 14 |
| 504 | # Enrolled | 35 | 0 | 46 | 48 |
| | # GPA 2.0+ | 31 | 0 | 44 | 40 |
| AVID | # Enrolled | 49 | 38 | 42 | 41 |
| | # GPA 2.0+ | 47 | 37 | 42 | 37 |
| SED | # Enrolled | 110 | 119 | 84 | 60 |
| | # GPA 2.0+ | 93 | 94 | 72 | 35 |



| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 49 | 54 | 78 | 66 |
| | # GPA 2.0+ | 46 | 47 | 71 | 51 |
| Latino EL | # Enrolled | 10 | 15 | 18 | 22 |
| | # GPA 2.0+ | 7 | 9 | 12 | 7 |
| Latino RFEF | # Enrolled | 105 | 109 | 111 | 92 |
| | # GPA 2.0+ | 87 | 87 | 101 | 59 |
| Latino SPED (R/S) | # Enrolled | 27 | 28 | 27 | 22 |
| | # GPA 2.0+ | 19 | 18 | 22 | 8 |
| Latino SED | # Enrolled | 90 | 95 | 70 | 54 |
| | # GPA 2.0+ | 74 | 71 | 63 | 30 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

District GPA 3.0+

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



Data Source: Indicators (Aeries Query)

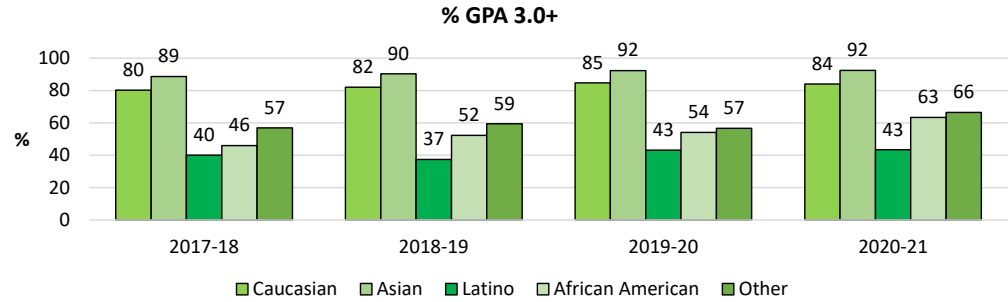
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino non SpEd, SED, EL

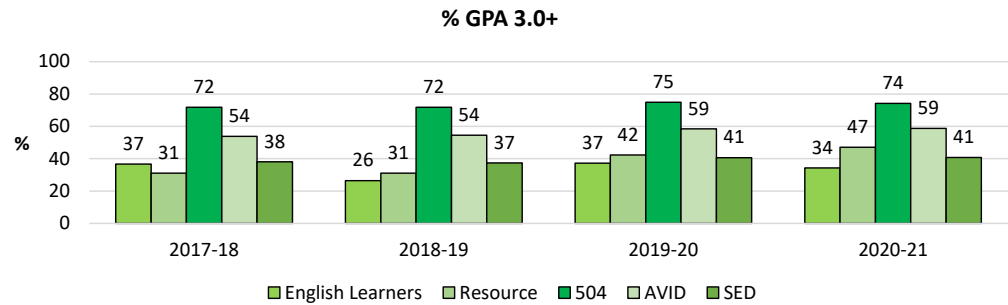
District GPA 3.0+

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

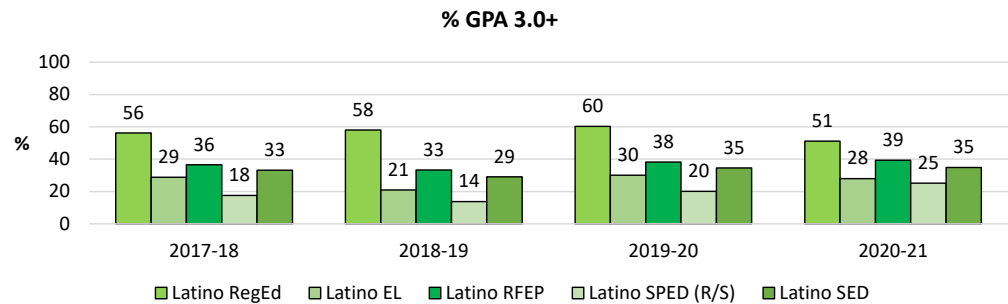
| By Ethnicity | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------|-------------|------------|---------|---------|---------|---------|
| | Caucasian | # Enrolled | 1709 | 1723 | 1706 | 1731 |
| | # GPA 3.0+ | 1371 | 1415 | 1445 | 1455 | |
| Asian | # Enrolled | 1147 | 1218 | 1336 | 1362 | |
| | # GPA 3.0+ | 1017 | 1100 | 1234 | 1259 | |
| Latino | # Enrolled | 988 | 1046 | 1071 | 1089 | |
| | # GPA 3.0+ | 396 | 391 | 462 | 473 | |
| African American | # Enrolled | 63 | 67 | 74 | 71 | |
| | # GPA 3.0+ | 29 | 35 | 40 | 45 | |
| Other | # Enrolled | 137 | 133 | 150 | 137 | |
| | # GPA 3.0+ | 78 | 79 | 85 | 91 | |



| By Special Populations | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------|------------------|------------|---------|---------|---------|---------|
| | English Learners | # Enrolled | 215 | 204 | 207 | 227 |
| | # GPA 3.0+ | 79 | 54 | 77 | 78 | |
| Resource | # Enrolled | 235 | 225 | 215 | 208 | |
| | # GPA 3.0+ | 73 | 70 | 91 | 98 | |
| 504 | # Enrolled | 377 | 135 | 390 | 470 | |
| | # GPA 3.0+ | 271 | 97 | 292 | 349 | |
| AVID | # Enrolled | 366 | 356 | 347 | 380 | |
| | # GPA 3.0+ | 197 | 194 | 203 | 223 | |
| SED | # Enrolled | 786 | 872 | 768 | 717 | |
| | # GPA 3.0+ | 299 | 326 | 312 | 292 | |



| By Latino Subgroups | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------------|--------------|------------|---------|---------|---------|---------|
| | Latino RegEd | # Enrolled | 345 | 326 | 390 | 475 |
| | # GPA 3.0+ | 194 | 189 | 235 | 243 | |
| Latino EL | # Enrolled | 163 | 172 | 166 | 179 | |
| | # GPA 3.0+ | 47 | 36 | 50 | 50 | |
| Latino RFEP | # Enrolled | 554 | 594 | 602 | 610 | |
| | # GPA 3.0+ | 202 | 198 | 230 | 240 | |
| Latino SPED (R/S) | # Enrolled | 188 | 189 | 184 | 179 | |
| | # GPA 3.0+ | 33 | 26 | 37 | 45 | |
| Latino SED | # Enrolled | 541 | 642 | 584 | 553 | |
| | # GPA 3.0+ | 179 | 187 | 202 | 193 | |

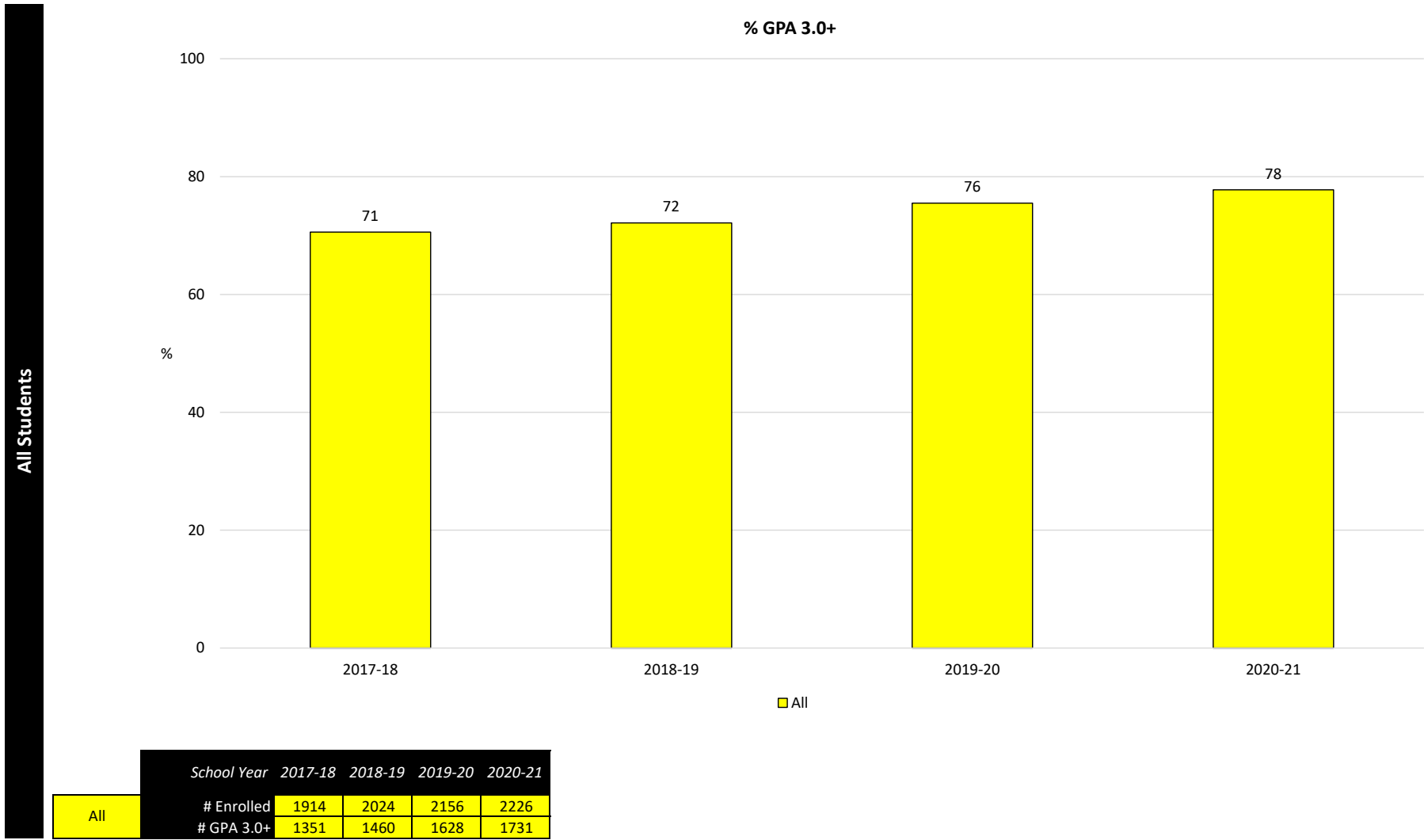


Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

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



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

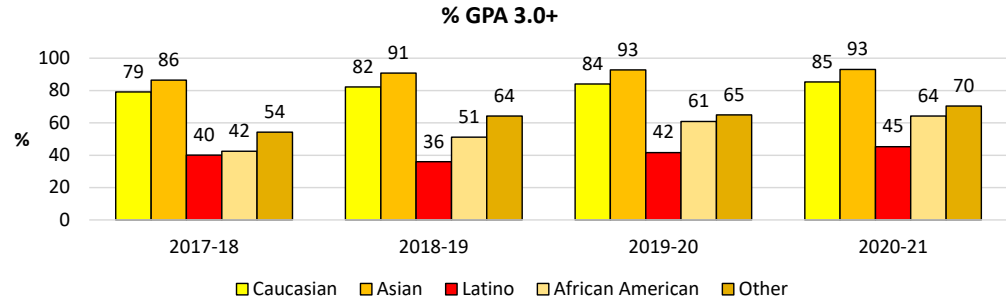
Mountain View High School

GPA 3.0+

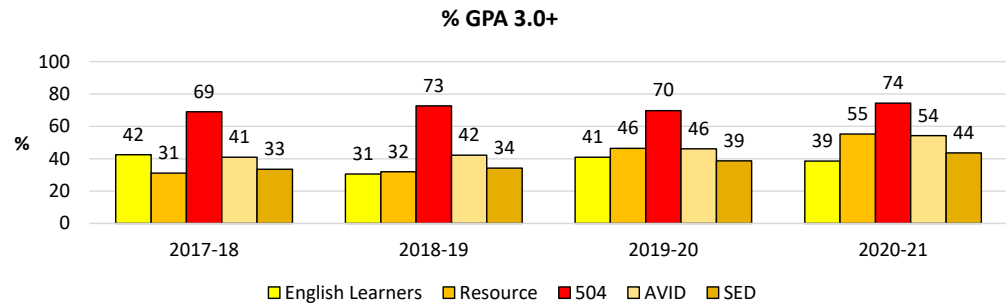
End of Year Total Unweighted GPA (All Grade Levels)

Indicator 7b

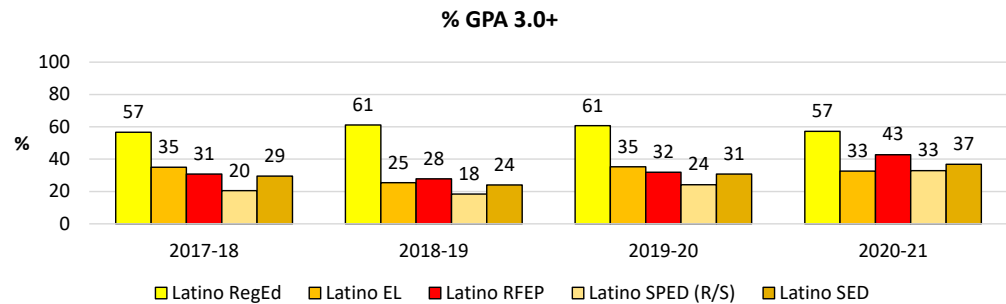
| By Ethnicity | School Year | | | | |
|------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Caucasian | # Enrolled | 842 | 864 | 888 | 941 |
| | # GPA 3.0+ | 666 | 710 | 746 | 803 |
| Asian | # Enrolled | 524 | 552 | 633 | 657 |
| | # GPA 3.0+ | 453 | 501 | 587 | 611 |
| Latino | # Enrolled | 432 | 481 | 495 | 488 |
| | # GPA 3.0+ | 173 | 173 | 206 | 221 |
| African American | # Enrolled | 33 | 43 | 46 | 42 |
| | # GPA 3.0+ | 14 | 22 | 28 | 27 |
| Other | # Enrolled | 83 | 84 | 94 | 98 |
| | # GPA 3.0+ | 45 | 54 | 61 | 69 |



| By Special Populations | School Year | | | | |
|------------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| English Learners | # Enrolled | 153 | 154 | 161 | 161 |
| | # GPA 3.0+ | 65 | 47 | 66 | 62 |
| Resource | # Enrolled | 106 | 122 | 123 | 114 |
| | # GPA 3.0+ | 33 | 39 | 57 | 63 |
| 504 | # Enrolled | 197 | 132 | 215 | 230 |
| | # GPA 3.0+ | 136 | 96 | 150 | 171 |
| AVID | # Enrolled | 149 | 147 | 156 | 190 |
| | # GPA 3.0+ | 61 | 62 | 72 | 103 |
| SED | # Enrolled | 365 | 400 | 367 | 339 |
| | # GPA 3.0+ | 122 | 137 | 142 | 148 |



| By Latino Subgroups | School Year | | | | |
|---------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Latino RegEd | # Enrolled | 164 | 152 | 173 | 187 |
| | # GPA 3.0+ | 93 | 93 | 105 | 107 |
| Latino EL | # Enrolled | 120 | 130 | 133 | 129 |
| | # GPA 3.0+ | 42 | 33 | 47 | 42 |
| Latino RFEP | # Enrolled | 153 | 190 | 194 | 201 |
| | # GPA 3.0+ | 47 | 53 | 62 | 86 |
| Latino SPED (R/S) | # Enrolled | 88 | 98 | 95 | 79 |
| | # GPA 3.0+ | 18 | 18 | 23 | 26 |
| Latino SED | # Enrolled | 207 | 278 | 263 | 239 |
| | # GPA 3.0+ | 61 | 67 | 81 | 88 |

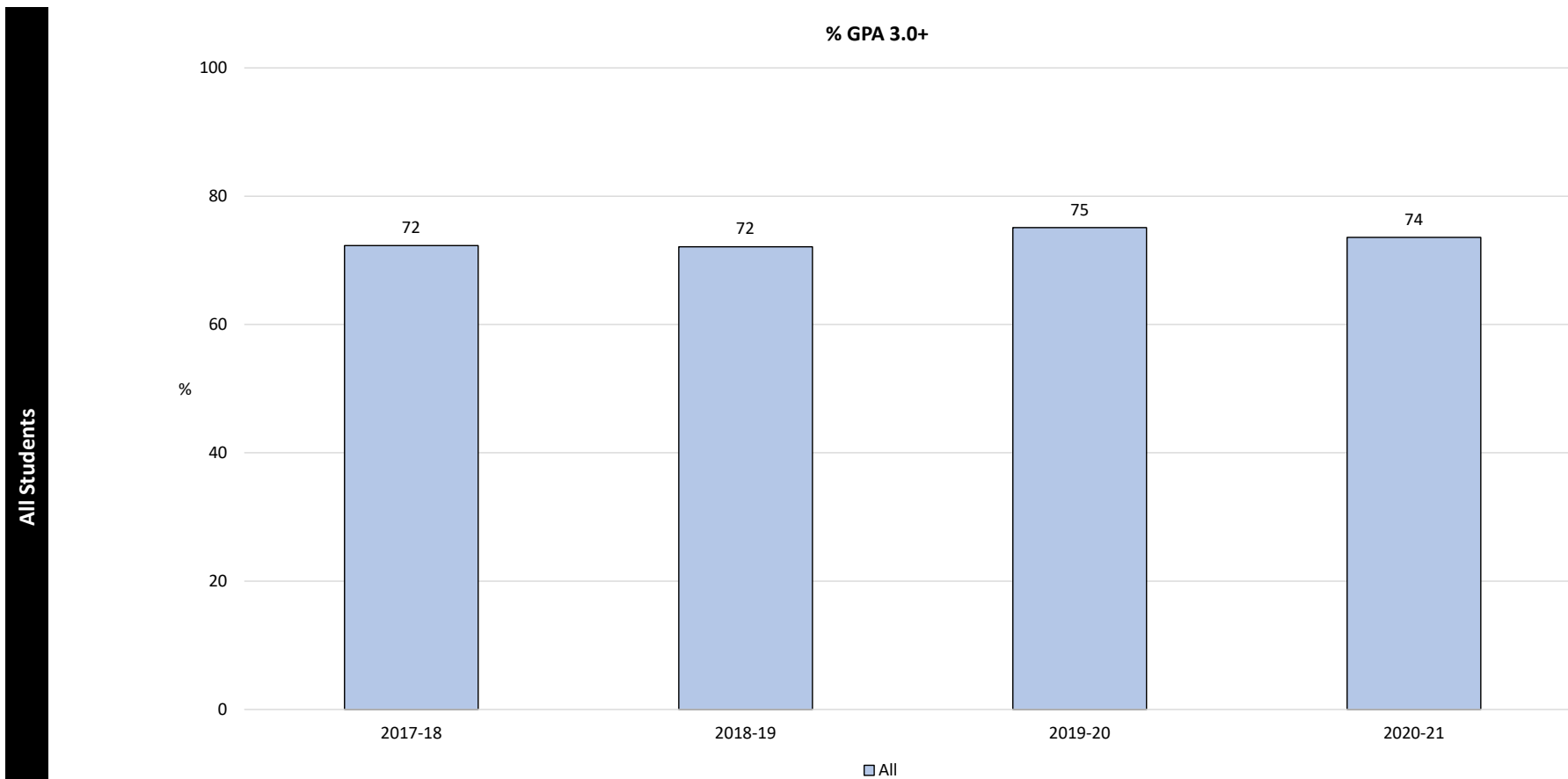


Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

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



| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|-------------|---------|---------|---------|---------|
| All | # Enrolled | 2130 | 2163 | 2181 | 2164 |
| | # GPA 3.0+ | 1540 | 1560 | 1638 | 1592 |

Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

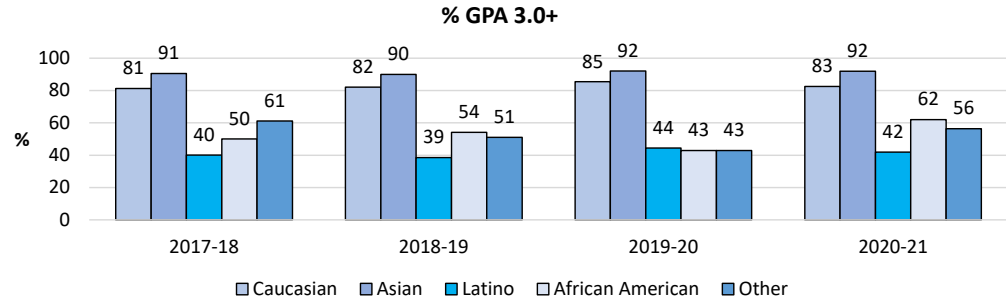
Los Altos High School

GPA 3.0+

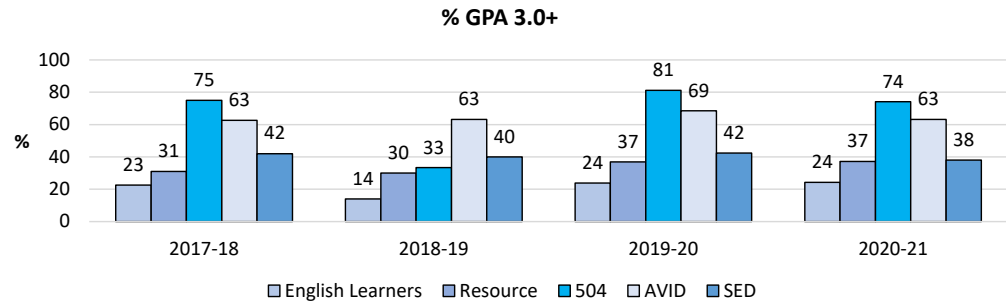
End of Year Total Unweighted GPA (All Grade Levels)

Indicator 7b

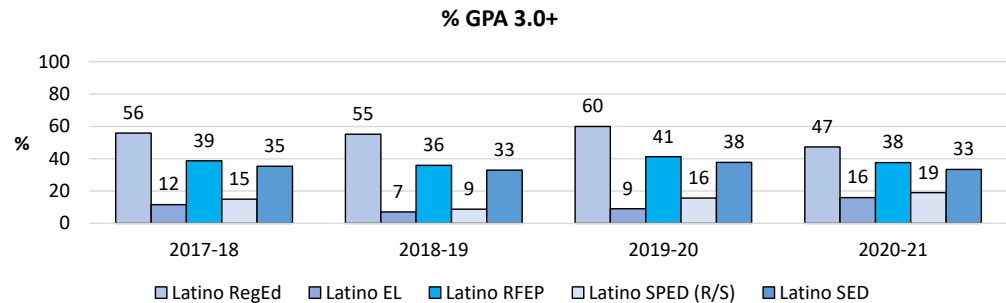
| By Ethnicity | School Year | | | | |
|------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Caucasian | # Enrolled | 867 | 859 | 818 | 790 |
| | # GPA 3.0+ | 705 | 705 | 699 | 652 |
| Asian | # Enrolled | 623 | 666 | 703 | 705 |
| | # GPA 3.0+ | 564 | 599 | 647 | 648 |
| Latino | # Enrolled | 556 | 565 | 576 | 601 |
| | # GPA 3.0+ | 223 | 218 | 256 | 252 |
| African American | # Enrolled | 30 | 24 | 28 | 29 |
| | # GPA 3.0+ | 15 | 13 | 12 | 18 |
| Other | # Enrolled | 54 | 49 | 56 | 39 |
| | # GPA 3.0+ | 33 | 25 | 24 | 22 |



| By Special Populations | School Year | | | | |
|------------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| English Learners | # Enrolled | 62 | 50 | 46 | 66 |
| | # GPA 3.0+ | 14 | 7 | 11 | 16 |
| Resource | # Enrolled | 129 | 103 | 92 | 94 |
| | # GPA 3.0+ | 40 | 31 | 34 | 35 |
| 504 | # Enrolled | 180 | 3 | 175 | 240 |
| | # GPA 3.0+ | 135 | 1 | 142 | 178 |
| AVID | # Enrolled | 217 | 209 | 191 | 190 |
| | # GPA 3.0+ | 136 | 132 | 131 | 120 |
| SED | # Enrolled | 421 | 472 | 401 | 378 |
| | # GPA 3.0+ | 177 | 189 | 170 | 144 |



| By Latino Subgroups | School Year | | | | |
|---------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Latino RegEd | # Enrolled | 181 | 174 | 217 | 288 |
| | # GPA 3.0+ | 101 | 96 | 130 | 136 |
| Latino EL | # Enrolled | 43 | 42 | 33 | 50 |
| | # GPA 3.0+ | 5 | 3 | 3 | 8 |
| Latino RFEP | # Enrolled | 401 | 404 | 408 | 409 |
| | # GPA 3.0+ | 155 | 145 | 168 | 154 |
| Latino SPED (R/S) | # Enrolled | 100 | 91 | 89 | 100 |
| | # GPA 3.0+ | 15 | 8 | 14 | 19 |
| Latino SED | # Enrolled | 334 | 364 | 321 | 314 |
| | # GPA 3.0+ | 118 | 120 | 121 | 105 |



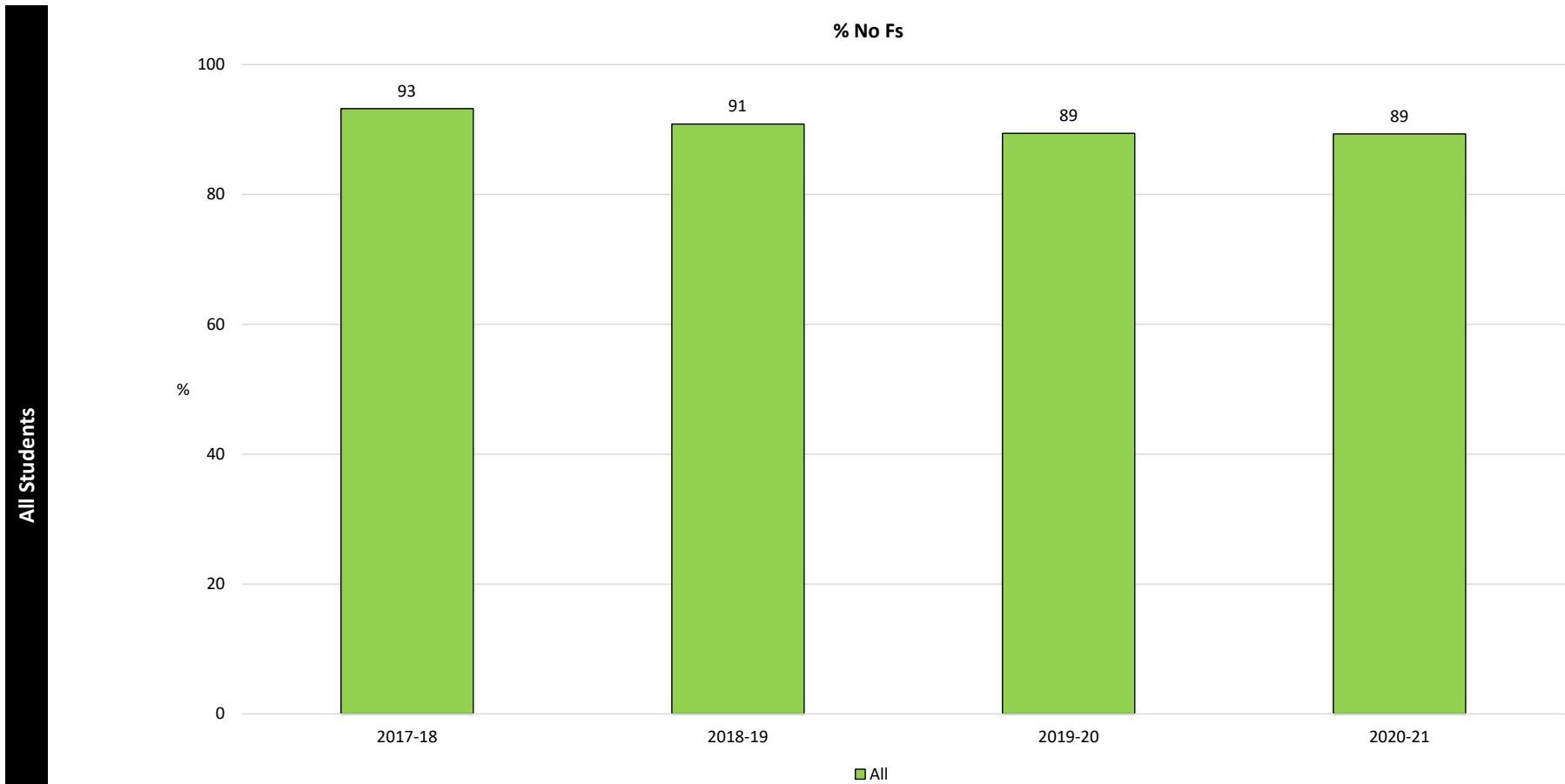
Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

District Freshmen No Fs

No End of Year Fs
Indicator 8



| | Class of 2021 | 2022 | 2023 | 2024 |
|-------------|---------------|---------|---------|---------|
| School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| # Enrolled | 1063 | 1123 | 1132 | 1077 |
| # No Fs | 991 | 1020 | 1012 | 962 |

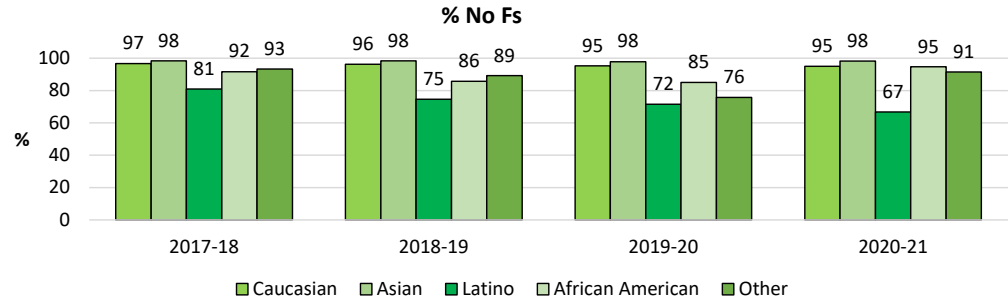
Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

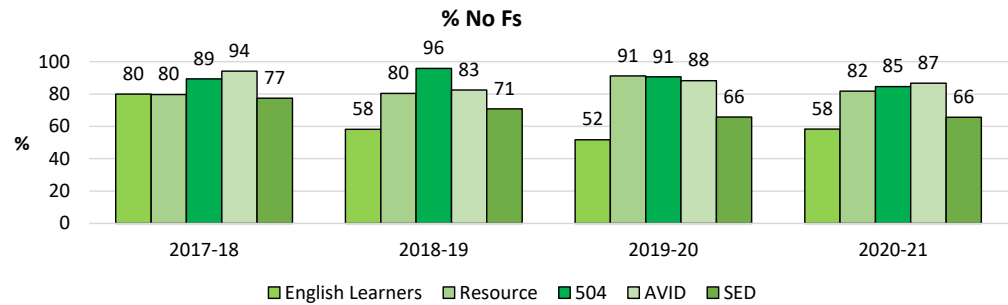
District Freshmen No Fs

No End of Year Fs Indicator 8

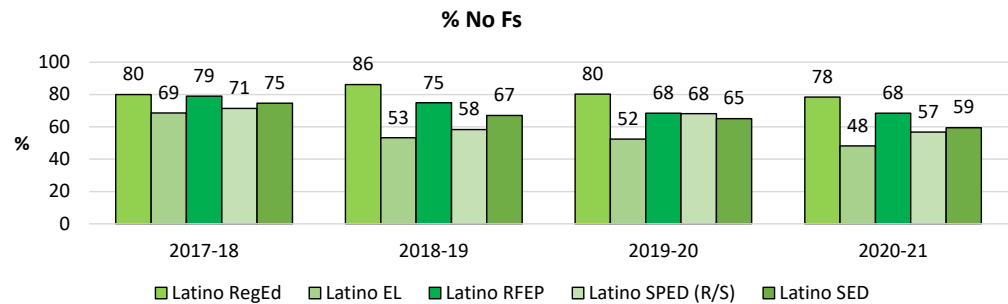
| By Ethnicity | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 453 | 457 | 422 | 433 |
| | # No Fs | 438 | 440 | 402 | 411 |
| Asian | # Enrolled | 310 | 317 | 372 | 340 |
| | # No Fs | 305 | 312 | 364 | 334 |
| Latino | # Enrolled | 258 | 291 | 285 | 250 |
| | # No Fs | 209 | 217 | 204 | 167 |
| African American | # Enrolled | 12 | 21 | 20 | 19 |
| | # No Fs | 11 | 18 | 17 | 18 |
| Other | # Enrolled | 30 | 37 | 33 | 35 |
| | # No Fs | 28 | 33 | 25 | 32 |



| By Special Populations | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 55 | 55 | 56 | 72 |
| | # No Fs | 44 | 32 | 29 | 42 |
| Resource | # Enrolled | 54 | 51 | 57 | 44 |
| | # No Fs | 43 | 41 | 52 | 36 |
| 504 | # Enrolled | 75 | 24 | 85 | 97 |
| | # No Fs | 67 | 23 | 77 | 82 |
| AVID | # Enrolled | 103 | 80 | 85 | 83 |
| | # No Fs | 97 | 66 | 75 | 72 |
| SED | # Enrolled | 190 | 216 | 155 | 102 |
| | # No Fs | 147 | 153 | 102 | 67 |



| By Latino Subgroups | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 90 | 101 | 132 | 116 |
| | # No Fs | 72 | 87 | 106 | 91 |
| Latino EL | # Enrolled | 35 | 47 | 42 | 56 |
| | # No Fs | 24 | 25 | 22 | 27 |
| Latino RFEP | # Enrolled | 147 | 167 | 165 | 136 |
| | # No Fs | 116 | 125 | 113 | 93 |
| Latino SPED (R/S) | # Enrolled | 42 | 48 | 47 | 37 |
| | # No Fs | 30 | 28 | 32 | 21 |
| Latino SED | # Enrolled | 146 | 170 | 123 | 79 |
| | # No Fs | 109 | 114 | 80 | 47 |



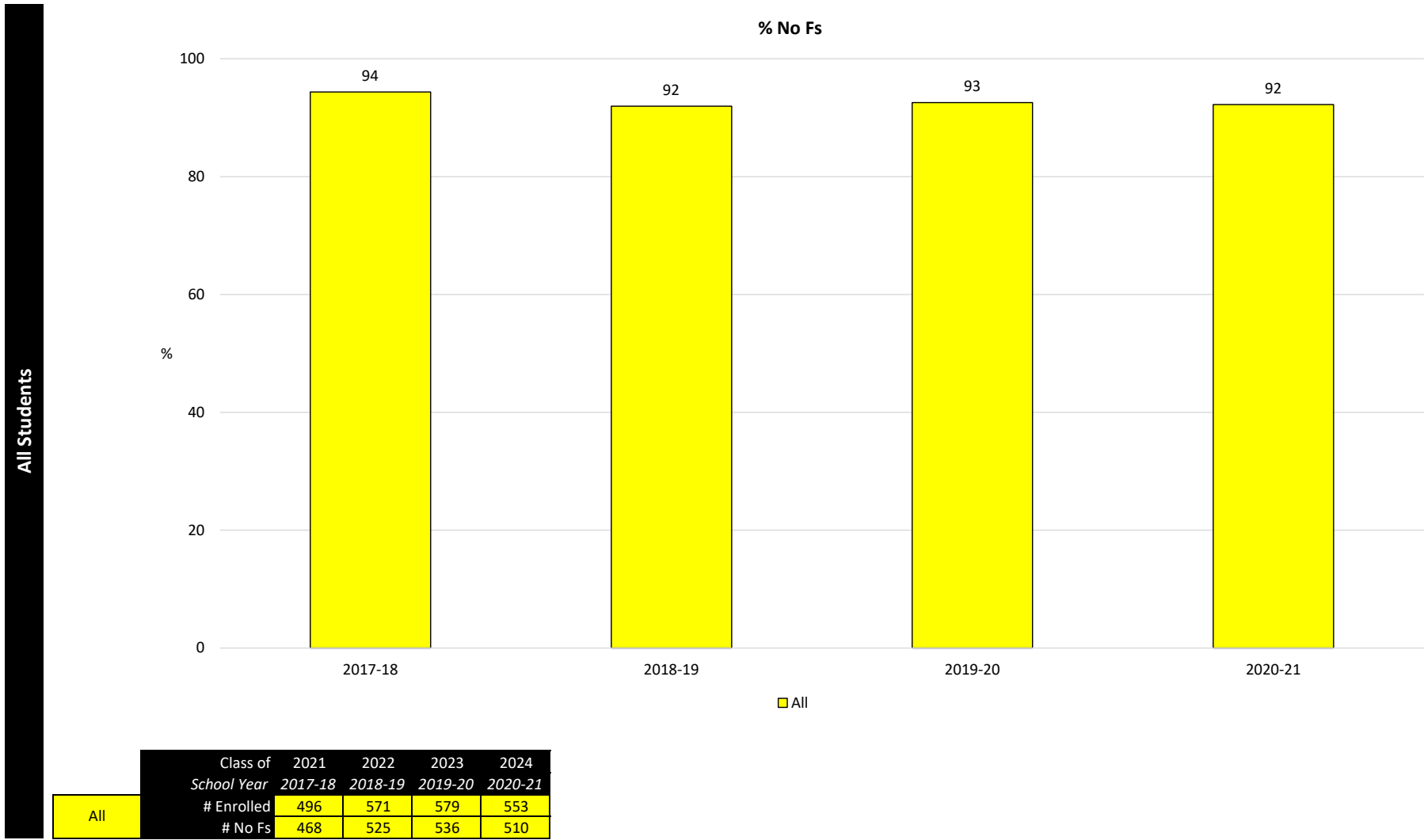
Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School Freshmen No Fs

No End of Year Fs
Indicator 8



Data Source: Indicators (Aeries Query)

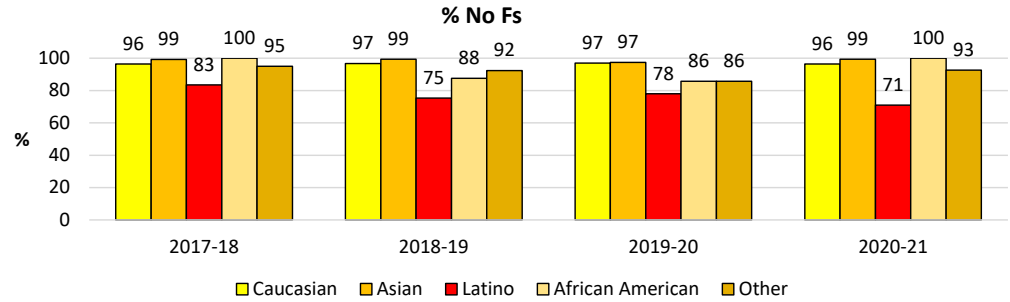
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School

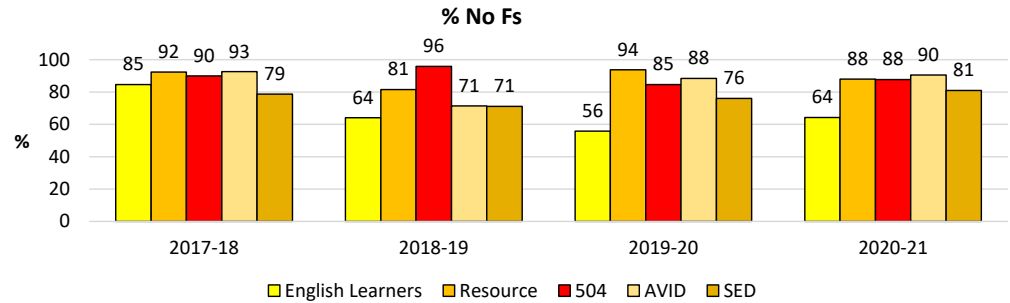
Freshmen No Fs

No End of Year Fs Indicator 8

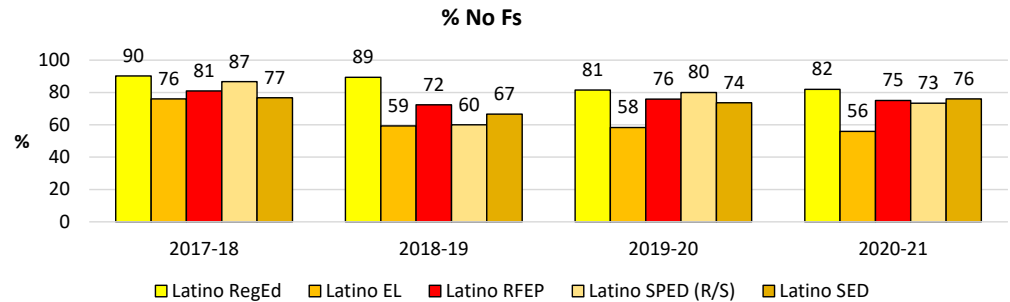
| By Ethnicity | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 225 | 244 | 232 | 248 |
| | # No Fs | 217 | 236 | 225 | 239 |
| Asian | # Enrolled | 138 | 151 | 194 | 161 |
| | # No Fs | 137 | 150 | 189 | 160 |
| Latino | # Enrolled | 109 | 134 | 118 | 107 |
| | # No Fs | 91 | 101 | 92 | 76 |
| African American | # Enrolled | 4 | 16 | 14 | 10 |
| | # No Fs | 4 | 14 | 12 | 10 |
| Other | # Enrolled | 20 | 26 | 21 | 27 |
| | # No Fs | 19 | 24 | 18 | 25 |



| By Special Populations | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 39 | 39 | 34 | 42 |
| | # No Fs | 33 | 25 | 19 | 27 |
| Resource | # Enrolled | 26 | 27 | 32 | 25 |
| | # No Fs | 24 | 22 | 30 | 22 |
| 504 | # Enrolled | 40 | 24 | 39 | 49 |
| | # No Fs | 36 | 23 | 33 | 43 |
| AVID | # Enrolled | 54 | 42 | 43 | 42 |
| | # No Fs | 50 | 30 | 38 | 38 |
| SED | # Enrolled | 80 | 97 | 71 | 42 |
| | # No Fs | 63 | 69 | 54 | 34 |



| By Latino Subgroups | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 41 | 47 | 54 | 50 |
| | # No Fs | 37 | 42 | 44 | 41 |
| Latino EL | # Enrolled | 25 | 32 | 24 | 34 |
| | # No Fs | 19 | 19 | 14 | 19 |
| Latino RFEP | # Enrolled | 42 | 58 | 54 | 44 |
| | # No Fs | 34 | 42 | 41 | 33 |
| Latino SPED (R/S) | # Enrolled | 15 | 20 | 20 | 15 |
| | # No Fs | 13 | 12 | 16 | 11 |
| Latino SED | # Enrolled | 56 | 75 | 53 | 25 |
| | # No Fs | 43 | 50 | 39 | 19 |



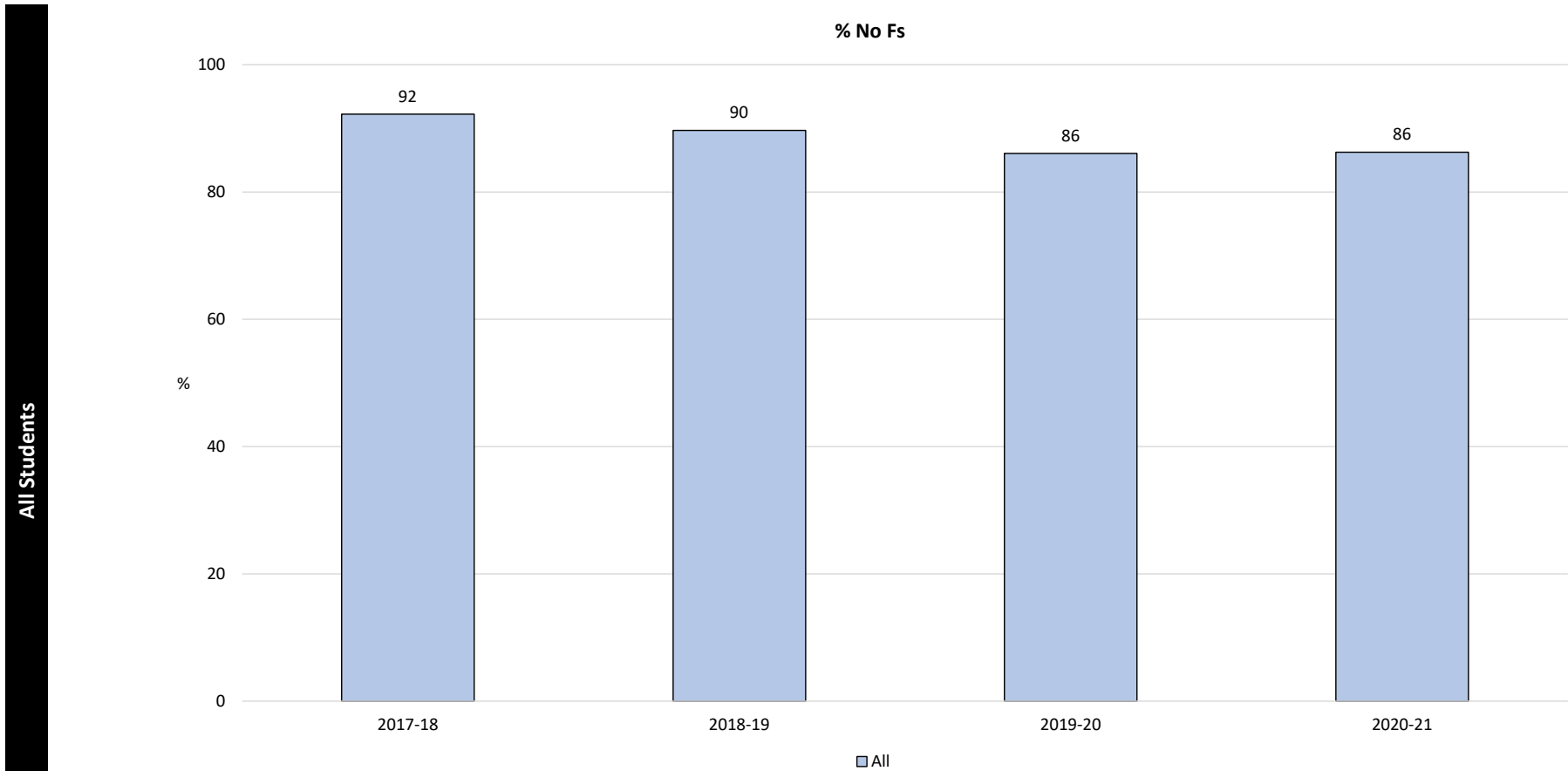
Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

Los Altos High School Freshmen No Fs

No End of Year Fs
Indicator 8



| | Class of | | | | |
|-------------|------------|---------|---------|---------|-----|
| | 2021 | 2022 | 2023 | 2024 | |
| School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| All | # Enrolled | 567 | 552 | 553 | 524 |
| | # No Fs | 523 | 495 | 476 | 452 |

Data Source: Indicators (Aeries Query)

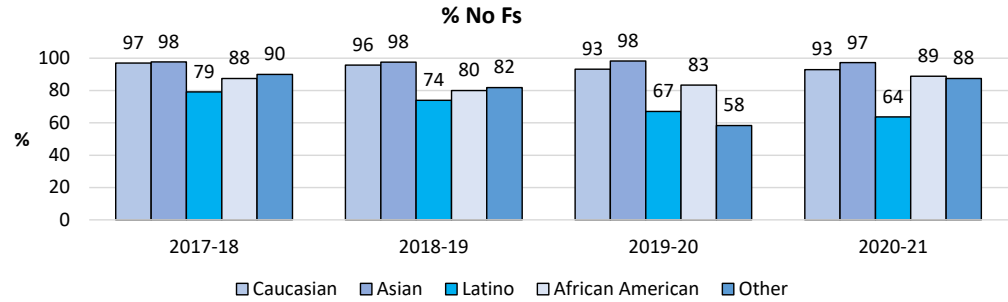
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino non SpEd, SED, EL

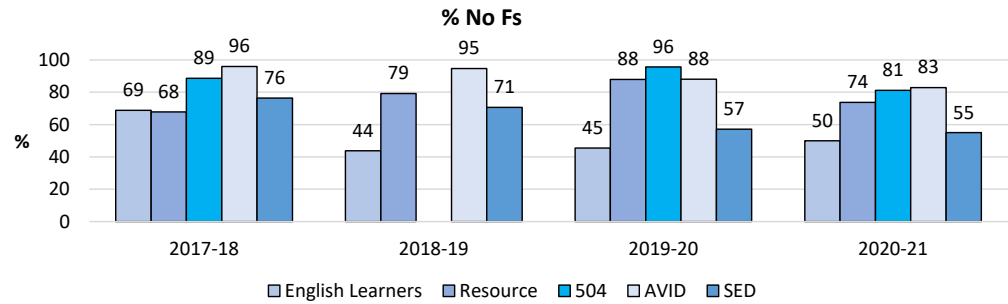
Los Altos High School Freshmen No Fs

No End of Year Fs Indicator 8

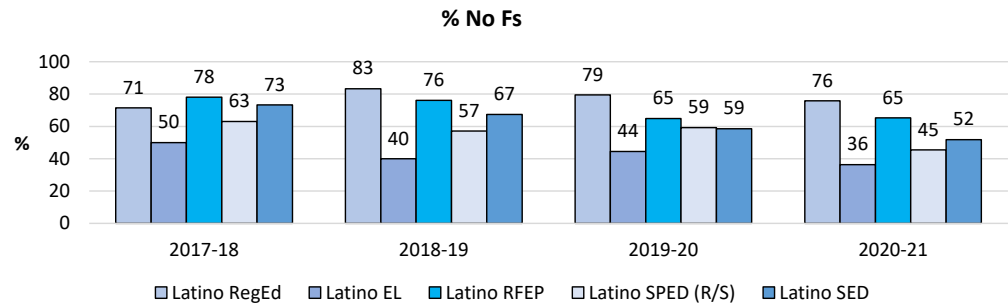
| By Ethnicity | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Enrolled | 228 | 213 | 190 | 185 |
| | # No Fs | 221 | 204 | 177 | 172 |
| Asian | # Enrolled | 172 | 166 | 178 | 179 |
| | # No Fs | 168 | 162 | 175 | 174 |
| Latino | # Enrolled | 149 | 157 | 167 | 143 |
| | # No Fs | 118 | 116 | 112 | 91 |
| African American | # Enrolled | 8 | 5 | 6 | 9 |
| | # No Fs | 7 | 4 | 5 | 8 |
| Other | # Enrolled | 10 | 11 | 12 | 8 |
| | # No Fs | 9 | 9 | 7 | 7 |



| By Special Populations | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Enrolled | 16 | 16 | 22 | 30 |
| | # No Fs | 11 | 7 | 10 | 15 |
| Resource | # Enrolled | 28 | 24 | 25 | 19 |
| | # No Fs | 19 | 19 | 22 | 14 |
| 504 | # Enrolled | 35 | 0 | 46 | 48 |
| | # No Fs | 31 | 0 | 44 | 39 |
| AVID | # Enrolled | 49 | 38 | 42 | 41 |
| | # No Fs | 47 | 36 | 37 | 34 |
| SED | # Enrolled | 110 | 119 | 84 | 60 |
| | # No Fs | 84 | 84 | 48 | 33 |



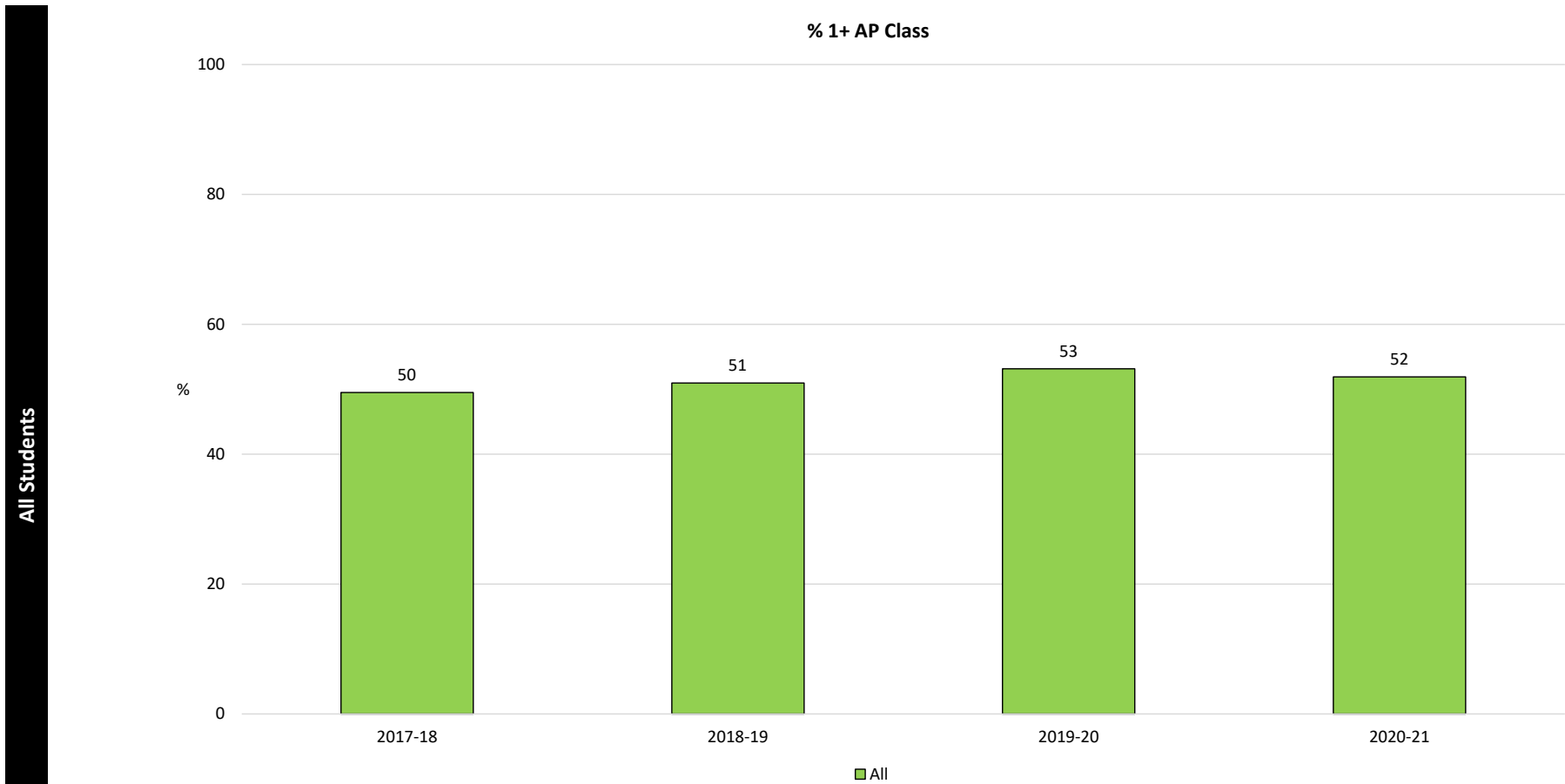
| By Latino Subgroups | Class of School Year | 2021 | 2022 | 2023 | 2024 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Enrolled | 49 | 54 | 78 | 66 |
| | # No Fs | 35 | 45 | 62 | 50 |
| Latino EL | # Enrolled | 10 | 15 | 18 | 22 |
| | # No Fs | 5 | 6 | 8 | 8 |
| Latino RFEF | # Enrolled | 105 | 109 | 111 | 92 |
| | # No Fs | 82 | 83 | 72 | 60 |
| Latino SPED (R/S) | # Enrolled | 27 | 28 | 27 | 22 |
| | # No Fs | 17 | 16 | 16 | 10 |
| Latino SED | # Enrolled | 90 | 95 | 70 | 54 |
| | # No Fs | 66 | 64 | 41 | 28 |



Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

District
1+ AP Class
 All Grade Levels
 Indicator 9



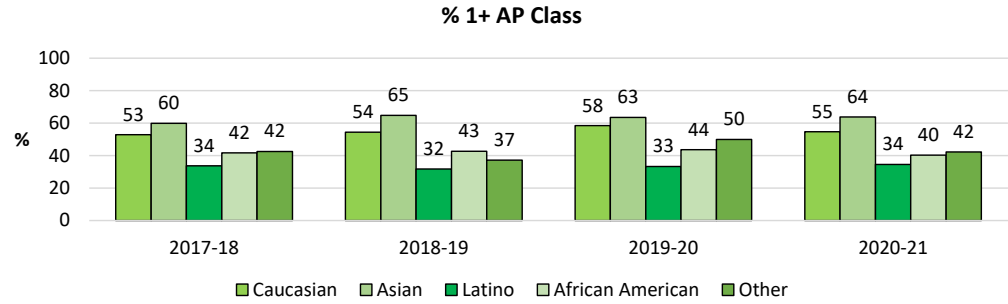
| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|---------------|---------|---------|---------|---------|
| All | # Enrolled | 4210 | 4303 | 4422 | 4469 |
| | # 1+ AP Class | 2084 | 2193 | 2350 | 2319 |

Data Source: Indicators (Aeries Query)

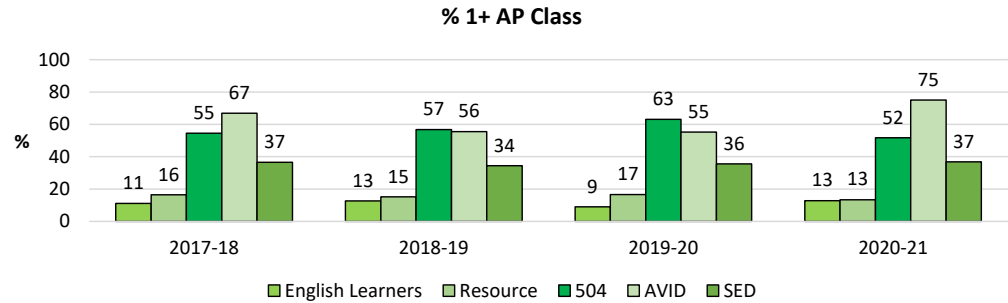
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

District 1+ AP Class All Grade Levels Indicator 9

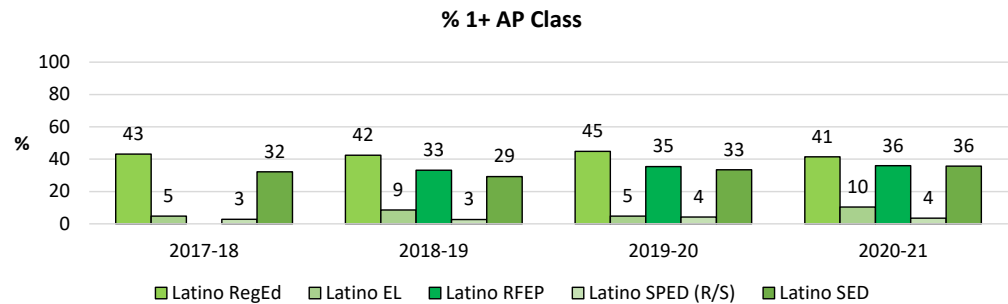
| By Ethnicity | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------|---------------|------------|---------|---------|---------|---------|
| | Caucasian | # Enrolled | 1776 | 1778 | 1741 | 1774 |
| | # 1+ AP Class | 939 | 967 | 1017 | 970 | |
| Asian | # Enrolled | 1167 | 1234 | 1349 | 1377 | |
| | # 1+ AP Class | 699 | 800 | 856 | 879 | |
| Latino | # Enrolled | 1049 | 1071 | 1098 | 1099 | |
| | # 1+ AP Class | 354 | 340 | 365 | 379 | |
| African American | # Enrolled | 72 | 75 | 78 | 77 | |
| | # 1+ AP Class | 30 | 32 | 34 | 31 | |
| Other | # Enrolled | 146 | 145 | 156 | 142 | |
| | # 1+ AP Class | 62 | 54 | 78 | 60 | |



| By Special Populations | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------|------------------|------------|---------|---------|---------|---------|
| | English Learners | # Enrolled | 259 | 252 | 210 | 233 |
| | # 1+ AP Class | 29 | 32 | 19 | 30 | |
| Resource | # Enrolled | 195 | 231 | 216 | 201 | |
| | # 1+ AP Class | 32 | 35 | 36 | 27 | |
| 504 | # Enrolled | 341 | 329 | 103 | 404 | |
| | # 1+ AP Class | 186 | 187 | 65 | 209 | |
| AVID | # Enrolled | 290 | 362 | 396 | 273 | |
| | # 1+ AP Class | 194 | 201 | 219 | 205 | |
| SED | # Enrolled | 753 | 730 | 780 | 643 | |
| | # 1+ AP Class | 275 | 251 | 277 | 237 | |



| By Latino Subgroups | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------------|---------------|------------|---------|---------|---------|---------|
| | Latino RegEd | # Enrolled | 403 | 403 | 400 | 464 |
| | # 1+ AP Class | 174 | 171 | 179 | 192 | |
| Latino EL | # Enrolled | 190 | 188 | 168 | 183 | |
| | # 1+ AP Class | 9 | 16 | 8 | 19 | |
| Latino RFEP | # Enrolled | 0 | 595 | 621 | 610 | |
| | # 1+ AP Class | 0 | 197 | 220 | 219 | |
| Latino SPED (R/S) | # Enrolled | 175 | 191 | 189 | 171 | |
| | # 1+ AP Class | 5 | 5 | 8 | 6 | |
| Latino SED | # Enrolled | 550 | 551 | 541 | 507 | |
| | # 1+ AP Class | 177 | 161 | 181 | 181 | |



Data Source: Indicators (Aeries Query)

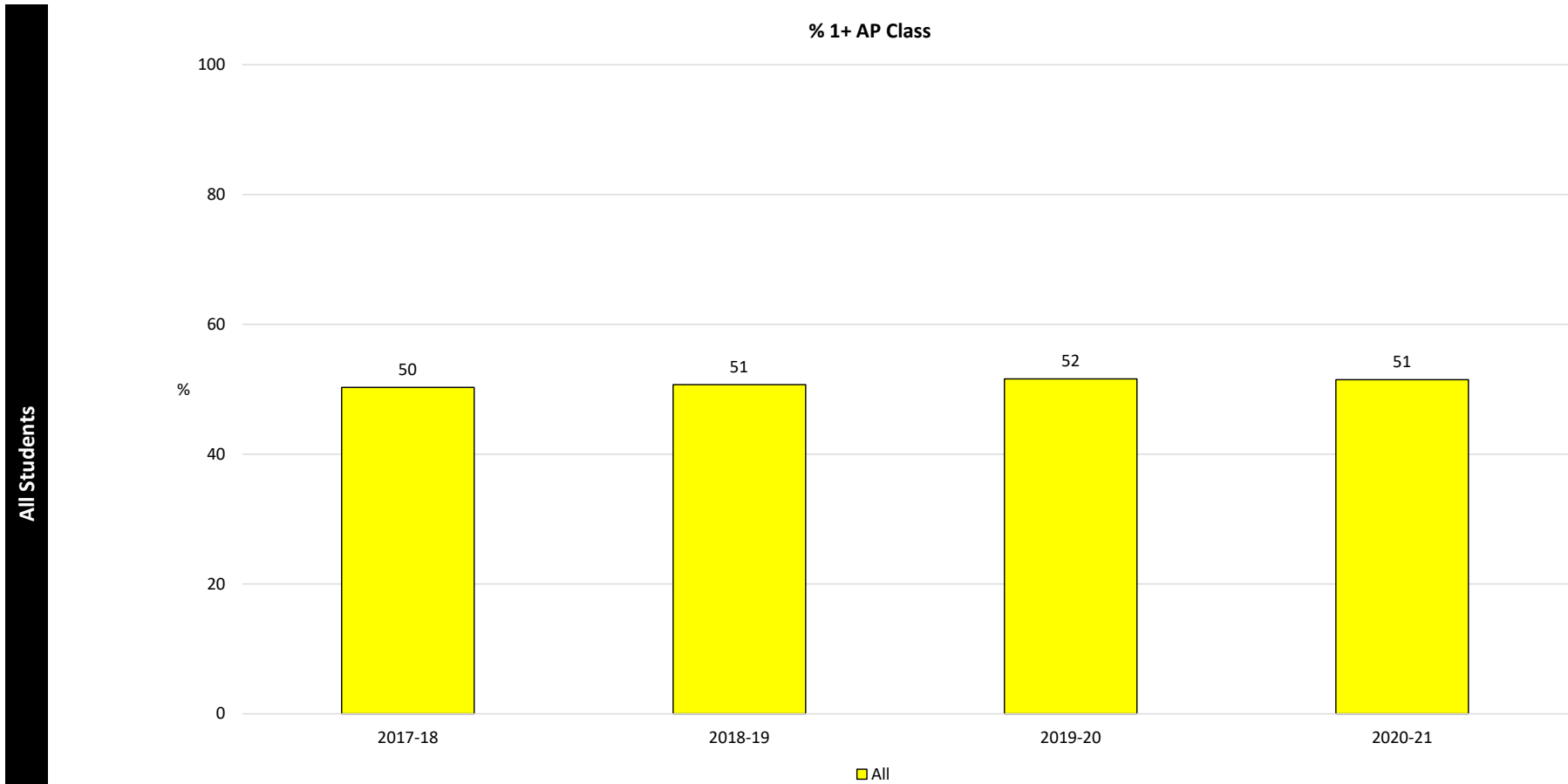
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School

1+ AP Class

All Grade Levels

Indicator 9



All Students

| School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------|---------|---------|---------|---------|
| # Enrolled | 1971 | 2071 | 2172 | 2256 |
| # 1+ AP Class | 991 | 1050 | 1121 | 1161 |

Data Source: Indicators (Aeries Query)

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

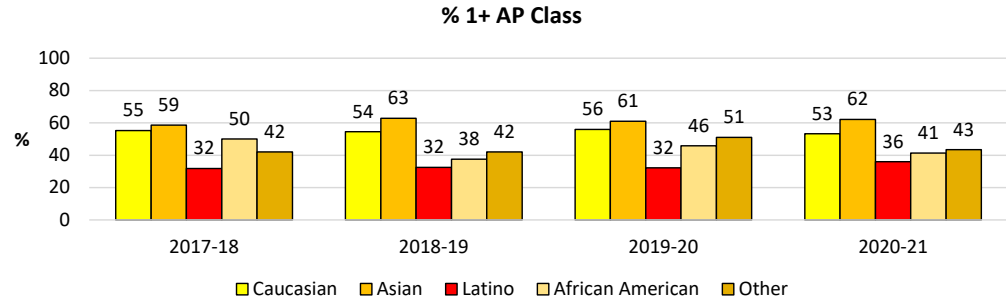
Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School

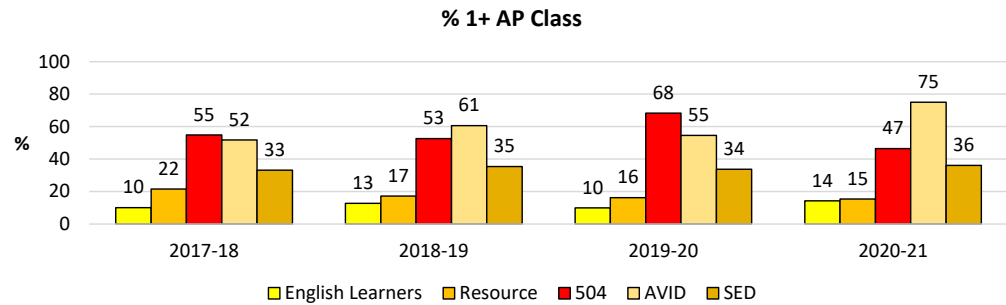
1+ AP Class

All Grade Levels Indicator 9

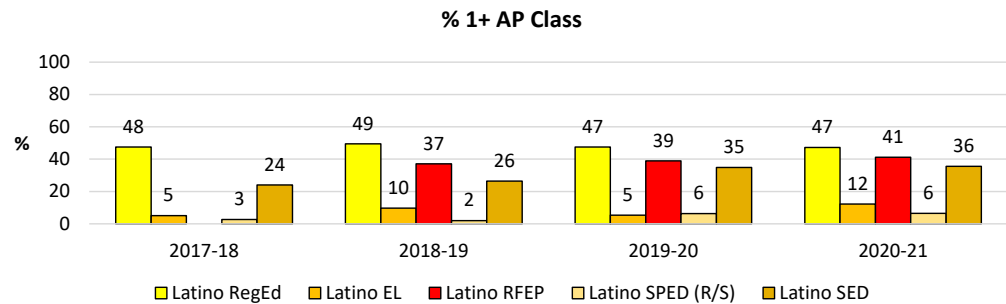
| By Ethnicity | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------|---------------|------------|---------|---------|---------|---------|
| | Caucasian | # Enrolled | 870 | 892 | 900 | 958 |
| | # 1+ AP Class | 481 | 486 | 504 | 510 | |
| Asian | # Enrolled | 535 | 562 | 634 | 664 | |
| | # 1+ AP Class | 314 | 353 | 387 | 413 | |
| Latino | # Enrolled | 438 | 481 | 494 | 489 | |
| | # 1+ AP Class | 139 | 156 | 159 | 176 | |
| African American | # Enrolled | 40 | 48 | 48 | 46 | |
| | # 1+ AP Class | 20 | 18 | 22 | 19 | |
| Other | # Enrolled | 88 | 88 | 96 | 99 | |
| | # 1+ AP Class | 37 | 37 | 49 | 43 | |



| By Special Populations | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------|------------------|------------|---------|---------|---------|---------|
| | English Learners | # Enrolled | 158 | 172 | 161 | 168 |
| | # 1+ AP Class | 16 | 22 | 16 | 24 | |
| Resource | # Enrolled | 79 | 116 | 123 | 110 | |
| | # 1+ AP Class | 17 | 20 | 20 | 17 | |
| 504 | # Enrolled | 166 | 171 | 85 | 202 | |
| | # 1+ AP Class | 91 | 90 | 58 | 94 | |
| AVID | # Enrolled | 135 | 150 | 176 | 128 | |
| | # 1+ AP Class | 70 | 91 | 96 | 96 | |
| SED | # Enrolled | 320 | 339 | 358 | 296 | |
| | # 1+ AP Class | 106 | 120 | 121 | 107 | |



| By Latino Subgroups | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------------|---------------|------------|---------|---------|---------|---------|
| | Latino RegEd | # Enrolled | 183 | 176 | 177 | 199 |
| | # 1+ AP Class | 87 | 87 | 84 | 94 | |
| Latino EL | # Enrolled | 117 | 134 | 132 | 131 | |
| | # 1+ AP Class | 6 | 13 | 7 | 16 | |
| Latino RFEP | # Enrolled | 0 | 183 | 190 | 197 | |
| | # 1+ AP Class | 0 | 68 | 74 | 81 | |
| Latino SPED (R/S) | # Enrolled | 76 | 98 | 95 | 77 | |
| | # 1+ AP Class | 2 | 2 | 6 | 5 | |
| Latino SED | # Enrolled | 204 | 238 | 204 | 219 | |
| | # 1+ AP Class | 49 | 63 | 71 | 78 | |



Data Source: Indicators (Aeries Query)

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

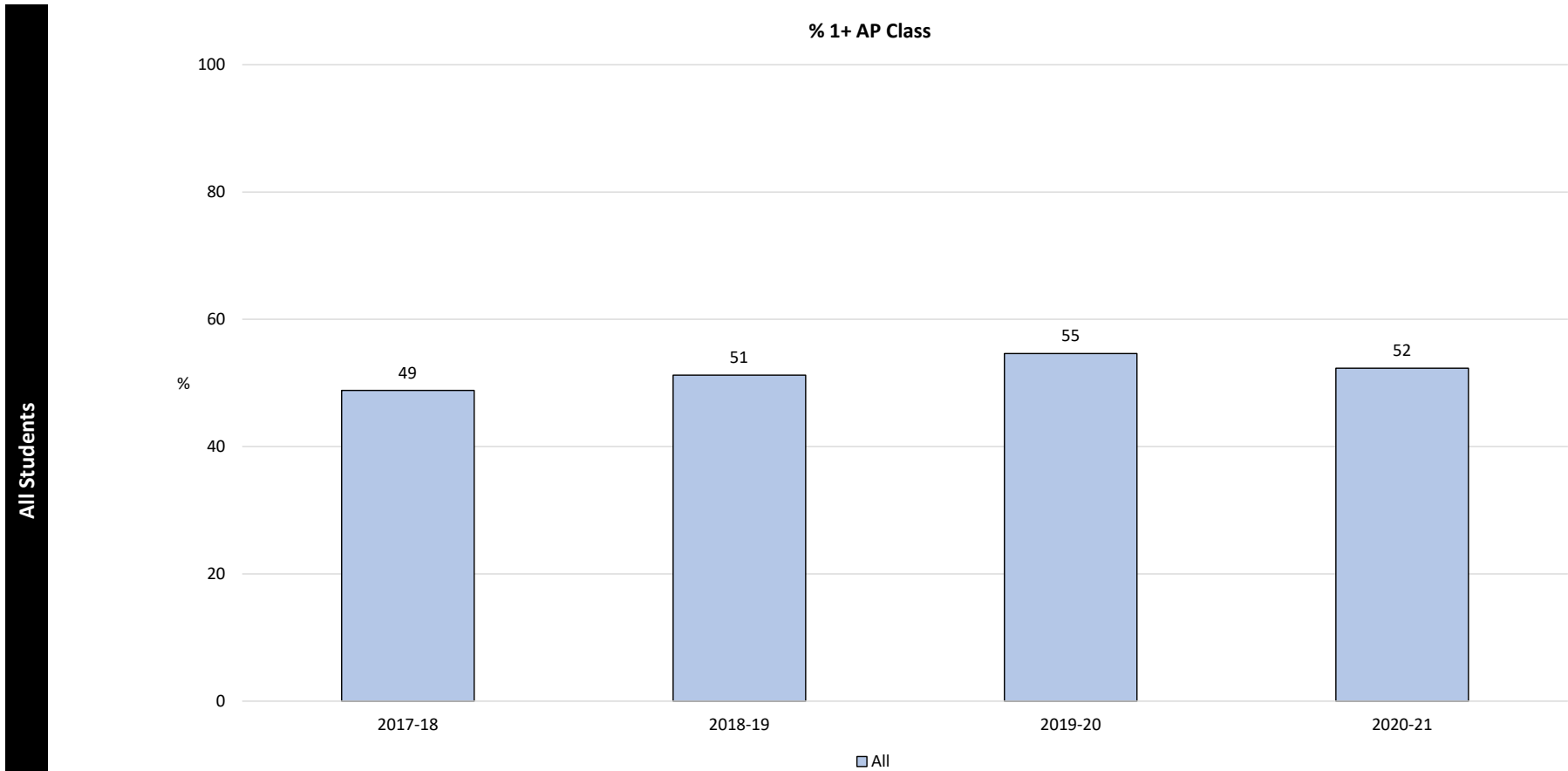
Latino Reg Ed = Latino non SpEd, SED, EL

Los Altos High School

1+ AP Class

All Grade Levels

Indicator 9



All Students

| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|---------------|---------|---------|---------|---------|
| All | # Enrolled | 2239 | 2232 | 2250 | 2213 |
| | # 1+ AP Class | 1093 | 1143 | 1229 | 1158 |

Data Source: Indicators (Aeries Query)

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

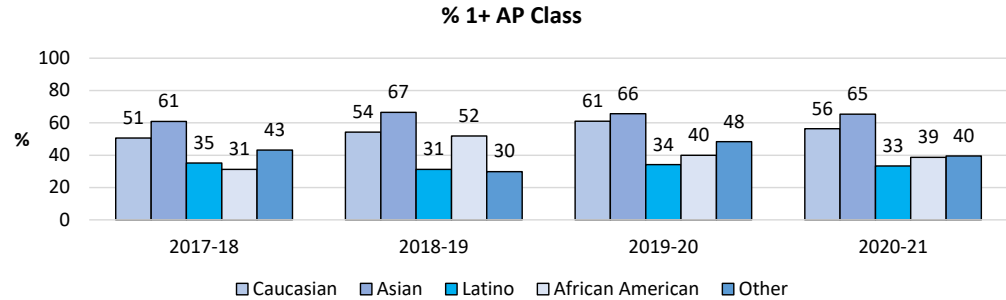
Latino Reg Ed = Latino non SpEd, SED, EL

Los Altos High School

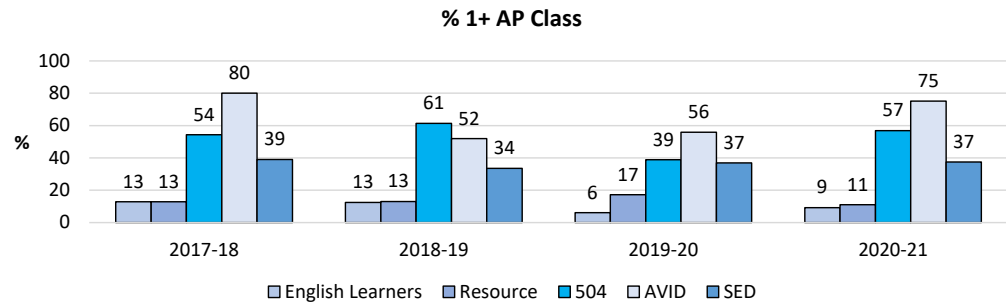
1+ AP Class

All Grade Levels Indicator 9

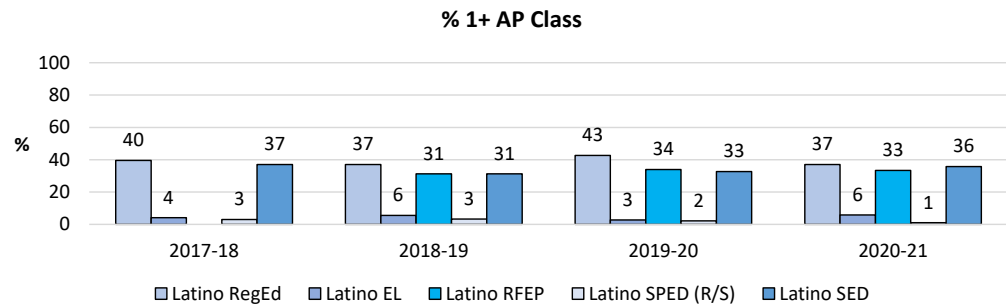
| By Ethnicity | School Year | | | | |
|------------------|---------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Caucasian | # Enrolled | 906 | 886 | 841 | 816 |
| | # 1+ AP Class | 458 | 481 | 513 | 460 |
| Asian | # Enrolled | 632 | 672 | 715 | 713 |
| | # 1+ AP Class | 385 | 447 | 469 | 466 |
| Latino | # Enrolled | 611 | 590 | 604 | 610 |
| | # 1+ AP Class | 215 | 184 | 206 | 203 |
| African American | # Enrolled | 32 | 27 | 30 | 31 |
| | # 1+ AP Class | 10 | 14 | 12 | 12 |
| Other | # Enrolled | 58 | 57 | 60 | 43 |
| | # 1+ AP Class | 25 | 17 | 29 | 17 |



| By Special Populations | School Year | | | | |
|------------------------|---------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| English Learners | # Enrolled | 101 | 80 | 49 | 65 |
| | # 1+ AP Class | 13 | 10 | 3 | 6 |
| Resource | # Enrolled | 116 | 115 | 93 | 91 |
| | # 1+ AP Class | 15 | 15 | 16 | 10 |
| 504 | # Enrolled | 175 | 158 | 18 | 202 |
| | # 1+ AP Class | 95 | 97 | 7 | 115 |
| AVID | # Enrolled | 155 | 212 | 220 | 145 |
| | # 1+ AP Class | 124 | 110 | 123 | 109 |
| SED | # Enrolled | 433 | 391 | 422 | 347 |
| | # 1+ AP Class | 169 | 131 | 156 | 130 |



| By Latino Subgroups | School Year | | | | |
|---------------------|---------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Latino RegEd | # Enrolled | 220 | 227 | 223 | 265 |
| | # 1+ AP Class | 87 | 84 | 95 | 98 |
| Latino EL | # Enrolled | 73 | 54 | 36 | 52 |
| | # 1+ AP Class | 3 | 3 | 1 | 3 |
| Latino RFEP | # Enrolled | 0 | 412 | 431 | 413 |
| | # 1+ AP Class | 0 | 129 | 146 | 138 |
| Latino SPED (R/S) | # Enrolled | 99 | 93 | 94 | 94 |
| | # 1+ AP Class | 3 | 3 | 2 | 1 |
| Latino SED | # Enrolled | 346 | 313 | 337 | 288 |
| | # 1+ AP Class | 128 | 98 | 110 | 103 |

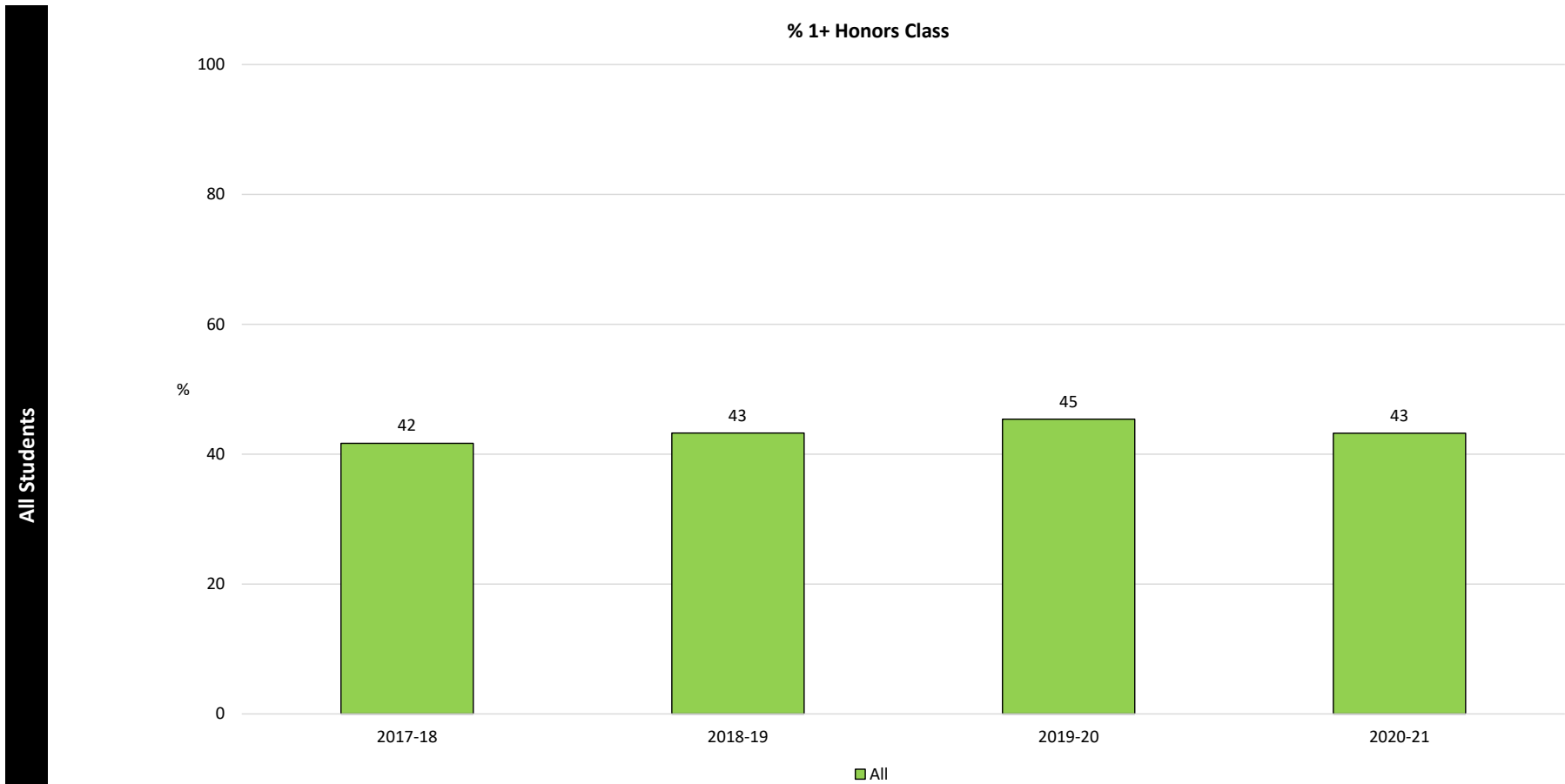


Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

District
1+ Honors Class
 All Grade Levels
 Indicator 9



| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|-------------|---------|---------|---------|---------|
| All | # Enrolled | 4210 | 4303 | 4422 | 4469 |
| | # Met a-g | 1755 | 1861 | 2007 | 1932 |

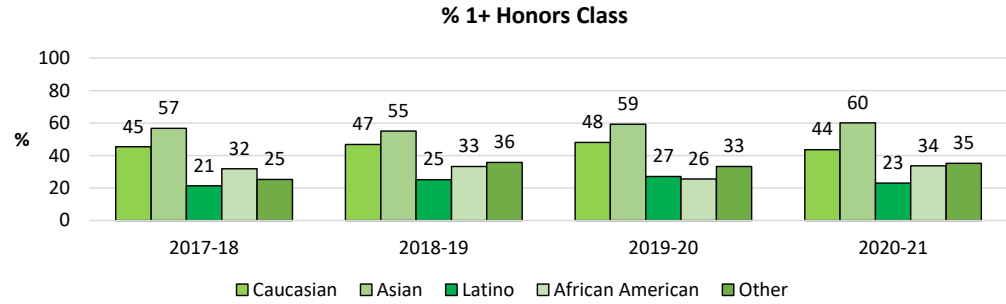
Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

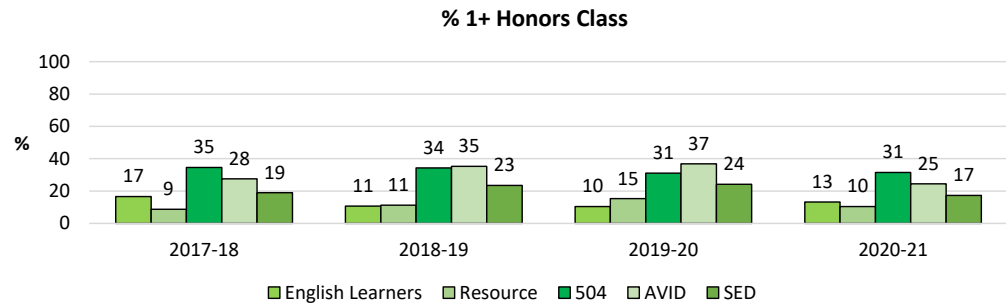
District 1+ Honors Class

All Grade Levels
Indicator 9

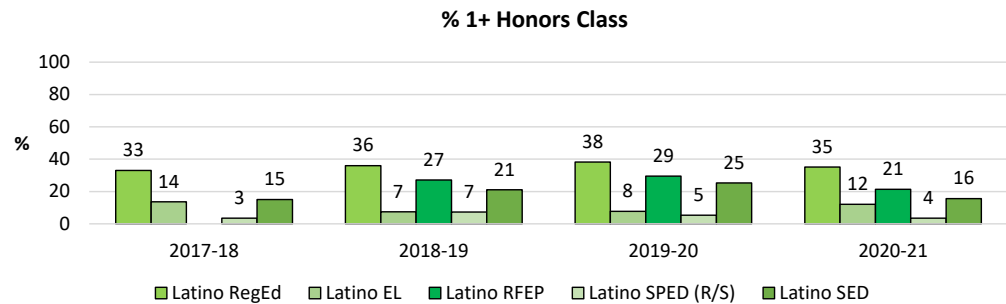
| By Ethnicity | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------|-------------|------------|---------|---------|---------|---------|
| | Caucasian | # Enrolled | 1776 | 1778 | 1741 | 1774 |
| | # Met a-g | 807 | 834 | 837 | 775 | |
| Asian | # Enrolled | 1167 | 1234 | 1349 | 1377 | |
| | # Met a-g | 663 | 680 | 800 | 828 | |
| Latino | # Enrolled | 1049 | 1071 | 1098 | 1099 | |
| | # Met a-g | 225 | 270 | 298 | 253 | |
| African American | # Enrolled | 72 | 75 | 78 | 77 | |
| | # Met a-g | 23 | 25 | 20 | 26 | |
| Other | # Enrolled | 146 | 145 | 156 | 142 | |
| | # Met a-g | 37 | 52 | 52 | 50 | |



| By Special Populations | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------|------------------|------------|---------|---------|---------|---------|
| | English Learners | # Enrolled | 259 | 252 | 210 | 233 |
| | # Met a-g | 43 | 27 | 22 | 31 | |
| Resource | # Enrolled | 195 | 231 | 216 | 201 | |
| | # Met a-g | 17 | 26 | 33 | 21 | |
| 504 | # Enrolled | 341 | 329 | 103 | 404 | |
| | # Met a-g | 118 | 113 | 32 | 127 | |
| AVID | # Enrolled | 290 | 362 | 396 | 273 | |
| | # Met a-g | 80 | 128 | 146 | 67 | |
| SED | # Enrolled | 753 | 730 | 780 | 643 | |
| | # Met a-g | 143 | 171 | 189 | 111 | |



| By Latino Subgroups | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------------|--------------|------------|---------|---------|---------|---------|
| | Latino RegEd | # Enrolled | 403 | 403 | 400 | 464 |
| | # Met a-g | 133 | 145 | 153 | 163 | |
| Latino EL | # Enrolled | 190 | 188 | 168 | 183 | |
| | # Met a-g | 26 | 14 | 13 | 22 | |
| Latino RFEP | # Enrolled | 0 | 595 | 621 | 610 | |
| | # Met a-g | 0 | 161 | 183 | 130 | |
| Latino SPED (R/S) | # Enrolled | 175 | 191 | 189 | 171 | |
| | # Met a-g | 6 | 14 | 10 | 6 | |
| Latino SED | # Enrolled | 550 | 551 | 541 | 507 | |
| | # Met a-g | 83 | 116 | 137 | 79 | |



Data Source: Indicators (Aeries Query)

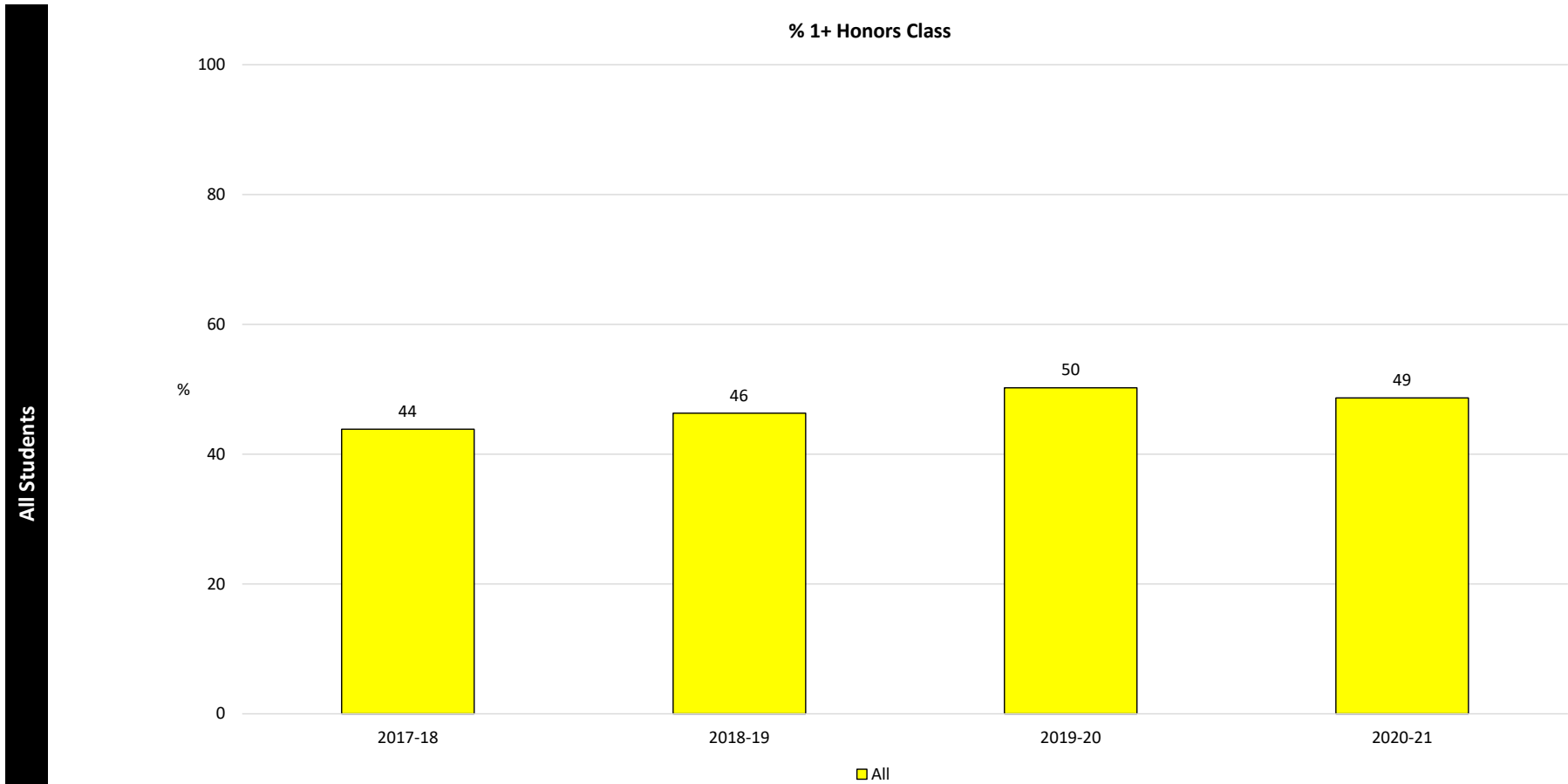
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School

1+ Honors Class

All Grade Levels

Indicator 9



| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|-------------|---------|---------|---------|---------|
| All | # Enrolled | 1971 | 2071 | 2172 | 2256 |
| | # Met a-g | 864 | 959 | 1091 | 1098 |

Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

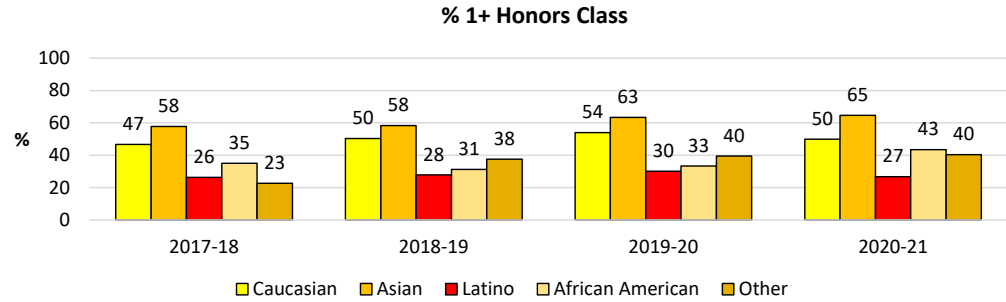
Mountain View High School

1+ Honors Class

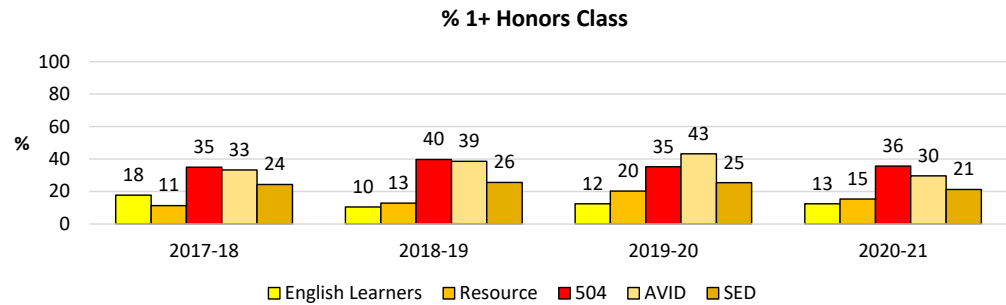
All Grade Levels

Indicator 9

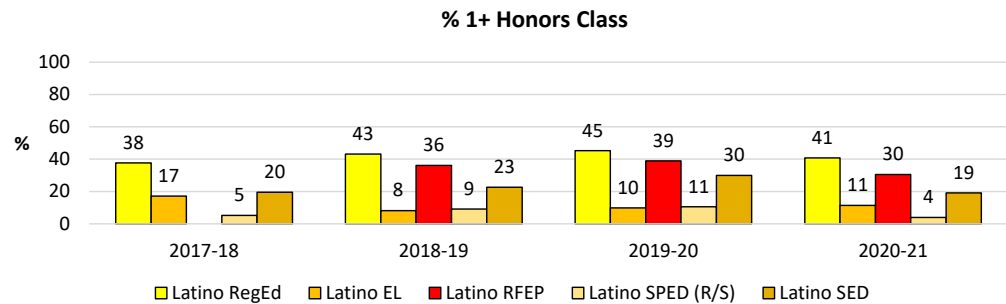
| By Ethnicity | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------|-------------|------------|---------|---------|---------|---------|
| | Caucasian | # Enrolled | 870 | 892 | 900 | 958 |
| | # Met a-g | 406 | 449 | 486 | 478 | |
| Asian | # Enrolled | 535 | 562 | 634 | 664 | |
| | # Met a-g | 309 | 328 | 402 | 429 | |
| Latino | # Enrolled | 438 | 481 | 494 | 489 | |
| | # Met a-g | 115 | 134 | 149 | 131 | |
| African American | # Enrolled | 40 | 48 | 48 | 46 | |
| | # Met a-g | 14 | 15 | 16 | 20 | |
| Other | # Enrolled | 88 | 88 | 96 | 99 | |
| | # Met a-g | 20 | 33 | 38 | 40 | |



| By Special Populations | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------|------------------|------------|---------|---------|---------|---------|
| | English Learners | # Enrolled | 158 | 172 | 161 | 168 |
| | # Met a-g | 28 | 18 | 20 | 21 | |
| Resource | # Enrolled | 79 | 116 | 123 | 110 | |
| | # Met a-g | 9 | 15 | 25 | 17 | |
| 504 | # Enrolled | 166 | 171 | 85 | 202 | |
| | # Met a-g | 58 | 68 | 30 | 72 | |
| AVID | # Enrolled | 135 | 150 | 176 | 128 | |
| | # Met a-g | 45 | 58 | 76 | 38 | |
| SED | # Enrolled | 320 | 339 | 358 | 296 | |
| | # Met a-g | 78 | 87 | 91 | 63 | |



| By Latino Subgroups | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------------|--------------|------------|---------|---------|---------|---------|
| | Latino RegEd | # Enrolled | 183 | 176 | 177 | 199 |
| | # Met a-g | 69 | 76 | 80 | 81 | |
| Latino EL | # Enrolled | 117 | 134 | 132 | 131 | |
| | # Met a-g | 20 | 11 | 13 | 15 | |
| Latino RFEP | # Enrolled | 0 | 183 | 190 | 197 | |
| | # Met a-g | 0 | 66 | 74 | 60 | |
| Latino SPED (R/S) | # Enrolled | 76 | 98 | 95 | 77 | |
| | # Met a-g | 4 | 9 | 10 | 3 | |
| Latino SED | # Enrolled | 204 | 238 | 204 | 219 | |
| | # Met a-g | 40 | 54 | 61 | 42 | |

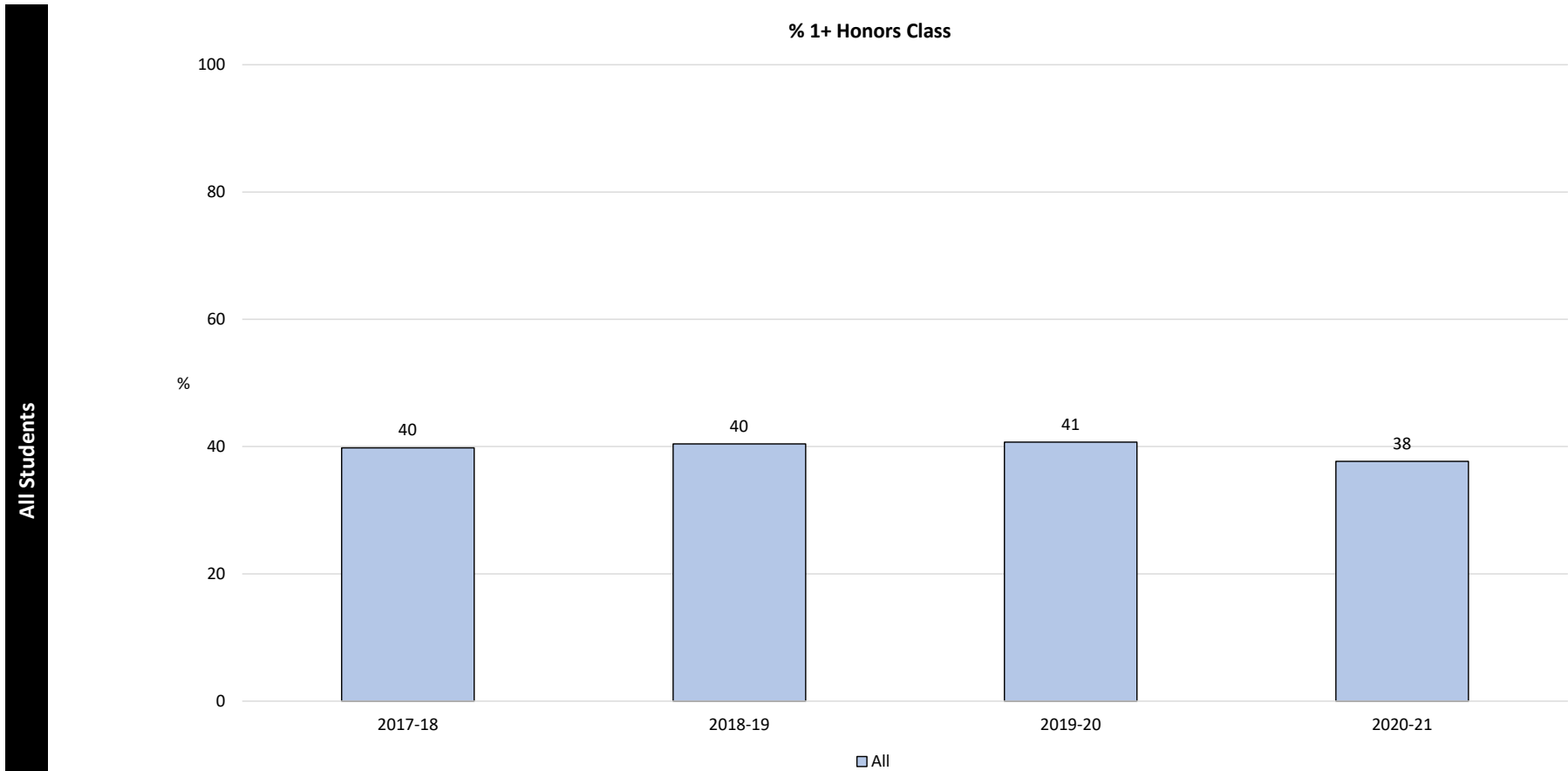


Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

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



| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|-------------|---------|---------|---------|---------|
| All | # Enrolled | 2239 | 2232 | 2250 | 2213 |
| | # Met a-g | 891 | 902 | 916 | 834 |

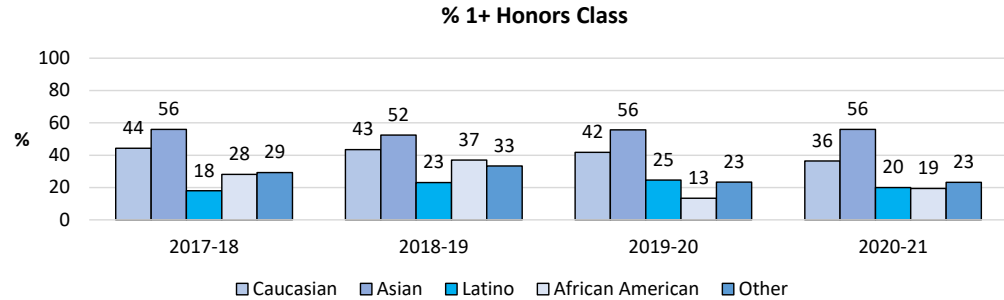
Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

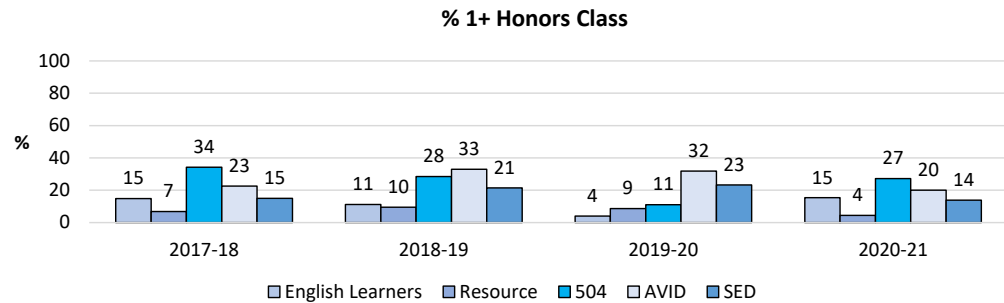
Los Altos High School 1+ Honors Class

All Grade Levels Indicator 9

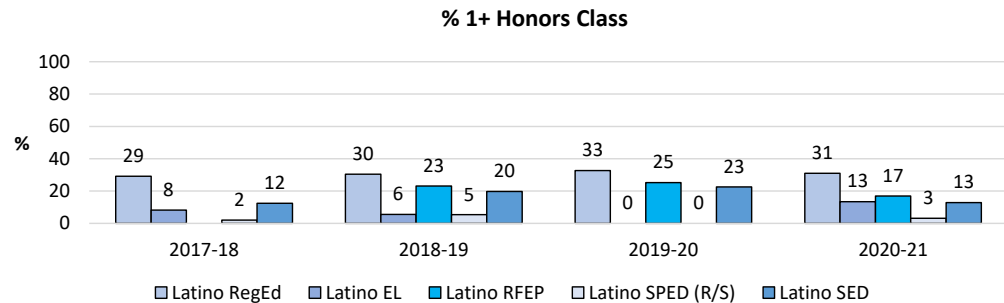
| By Ethnicity | School Year | | | | |
|------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Caucasian | # Enrolled | 906 | 886 | 841 | 816 |
| | # Met a-g | 401 | 385 | 351 | 297 |
| Asian | # Enrolled | 632 | 672 | 715 | 713 |
| | # Met a-g | 354 | 352 | 398 | 399 |
| Latino | # Enrolled | 611 | 590 | 604 | 610 |
| | # Met a-g | 110 | 136 | 149 | 122 |
| African American | # Enrolled | 32 | 27 | 30 | 31 |
| | # Met a-g | 9 | 10 | 4 | 6 |
| Other | # Enrolled | 58 | 57 | 60 | 43 |
| | # Met a-g | 17 | 19 | 14 | 10 |



| By Special Populations | School Year | | | | |
|------------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| English Learners | # Enrolled | 101 | 80 | 49 | 65 |
| | # Met a-g | 15 | 9 | 2 | 10 |
| Resource | # Enrolled | 116 | 115 | 93 | 91 |
| | # Met a-g | 8 | 11 | 8 | 4 |
| 504 | # Enrolled | 175 | 158 | 18 | 202 |
| | # Met a-g | 60 | 45 | 2 | 55 |
| AVID | # Enrolled | 155 | 212 | 220 | 145 |
| | # Met a-g | 35 | 70 | 70 | 29 |
| SED | # Enrolled | 433 | 391 | 422 | 347 |
| | # Met a-g | 65 | 84 | 98 | 48 |



| By Latino Subgroups | School Year | | | | |
|---------------------|-------------|---------|---------|---------|-----|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Latino RegEd | # Enrolled | 220 | 227 | 223 | 265 |
| | # Met a-g | 64 | 69 | 73 | 82 |
| Latino EL | # Enrolled | 73 | 54 | 36 | 52 |
| | # Met a-g | 6 | 3 | 0 | 7 |
| Latino RFEP | # Enrolled | 0 | 412 | 431 | 413 |
| | # Met a-g | 0 | 95 | 109 | 70 |
| Latino SPED (R/S) | # Enrolled | 99 | 93 | 94 | 94 |
| | # Met a-g | 2 | 5 | 0 | 3 |
| Latino SED | # Enrolled | 346 | 313 | 337 | 288 |
| | # Met a-g | 43 | 62 | 76 | 37 |



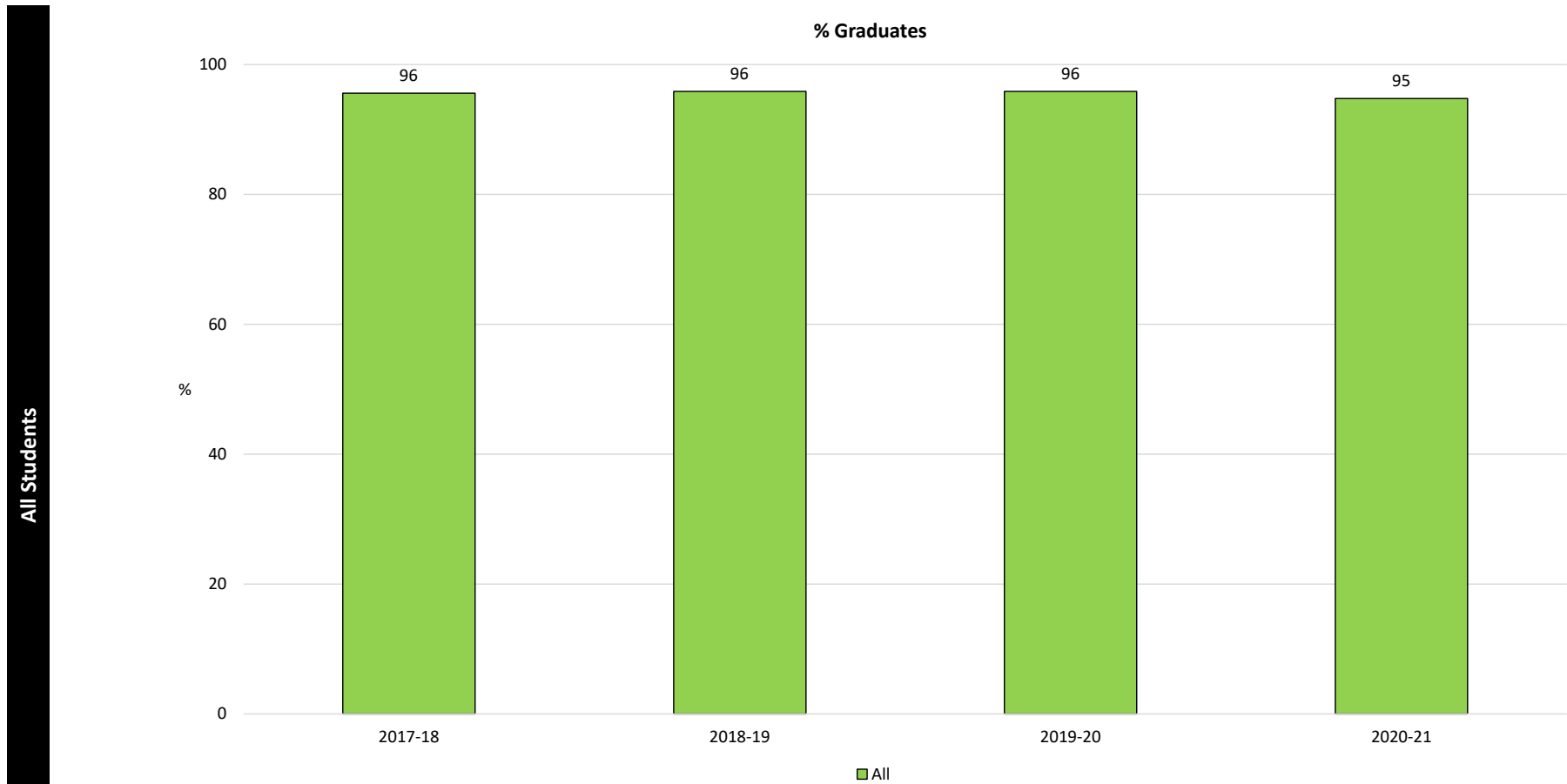
Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

District Graduation Rate

Indicator 10



| | Class of | 2018 | 2019 | 2020 | 2021 |
|-----|--------------|---------|---------|---------|---------|
| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| All | # Class Size | 977 | 991 | 1018 | 1067 |
| | # Graduates | 934 | 950 | 976 | 1011 |

Data Source: Indicators (Aeries Query)

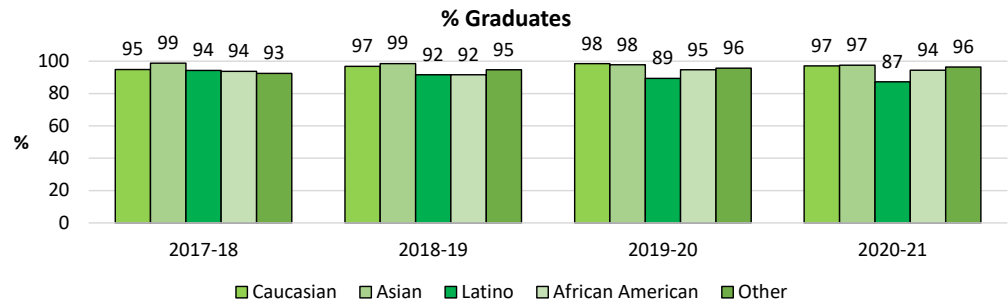
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino non SpEd, SED, EL

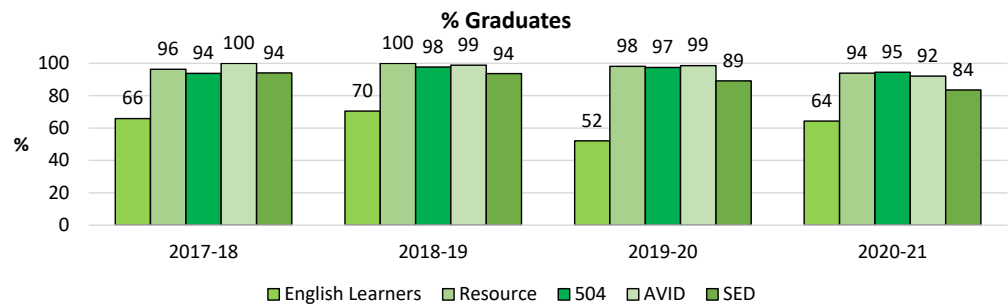
District Graduation Rate

Indicator 10

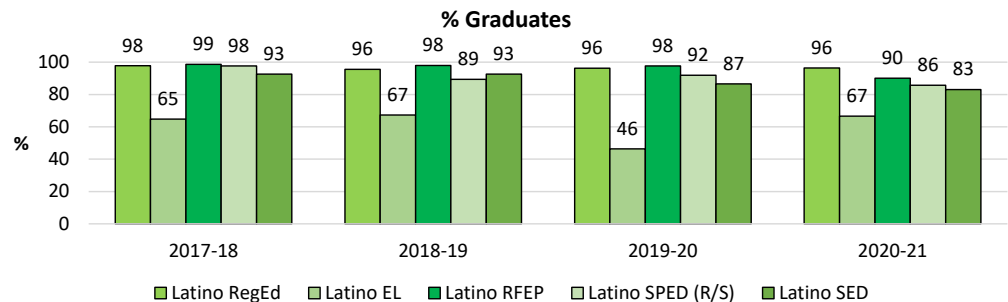
| By Ethnicity | Class of | | 2018 | 2019 | 2020 | 2021 |
|------------------|--------------|--|---------|---------|---------|---------|
| | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Class Size | | 424 | 438 | 384 | 442 |
| | # Graduates | | 402 | 424 | 378 | 429 |
| Asian | # Class Size | | 251 | 271 | 323 | 319 |
| | # Graduates | | 248 | 267 | 316 | 311 |
| Latino | # Class Size | | 246 | 251 | 245 | 260 |
| | # Graduates | | 232 | 230 | 219 | 227 |
| African American | # Class Size | | 16 | 12 | 19 | 18 |
| | # Graduates | | 15 | 11 | 18 | 17 |
| Other | # Class Size | | 40 | 19 | 47 | 28 |
| | # Graduates | | 37 | 18 | 45 | 27 |



| By Special Populations | Class of | | 2018 | 2019 | 2020 | 2021 |
|------------------------|--------------|--|---------|---------|---------|---------|
| | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Class Size | | 41 | 61 | 48 | 42 |
| | # Graduates | | 27 | 43 | 25 | 27 |
| Resource | # Class Size | | 55 | 65 | 54 | 50 |
| | # Graduates | | 53 | 65 | 53 | 47 |
| 504 | # Class Size | | 97 | 45 | 39 | 129 |
| | # Graduates | | 91 | 44 | 38 | 122 |
| AVID | # Class Size | | 84 | 88 | 72 | 102 |
| | # Graduates | | 84 | 87 | 71 | 94 |
| SED | # Class Size | | 185 | 220 | 195 | 201 |
| | # Graduates | | 174 | 206 | 174 | 168 |



| By Latino Subgroups | Class of | | 2018 | 2019 | 2020 | 2021 |
|---------------------|--------------|--|---------|---------|---------|---------|
| | School Year | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Class Size | | 89 | 67 | 81 | 83 |
| | # Graduates | | 87 | 64 | 78 | 80 |
| Latino EL | # Class Size | | 34 | 52 | 41 | 33 |
| | # Graduates | | 22 | 35 | 19 | 22 |
| Latino RFEP | # Class Size | | 143 | 147 | 131 | 151 |
| | # Graduates | | 141 | 144 | 128 | 136 |
| Latino SPED (R/S) | # Class Size | | 44 | 47 | 49 | 42 |
| | # Graduates | | 43 | 42 | 45 | 36 |
| Latino SED | # Class Size | | 134 | 161 | 134 | 159 |
| | # Graduates | | 124 | 149 | 116 | 132 |



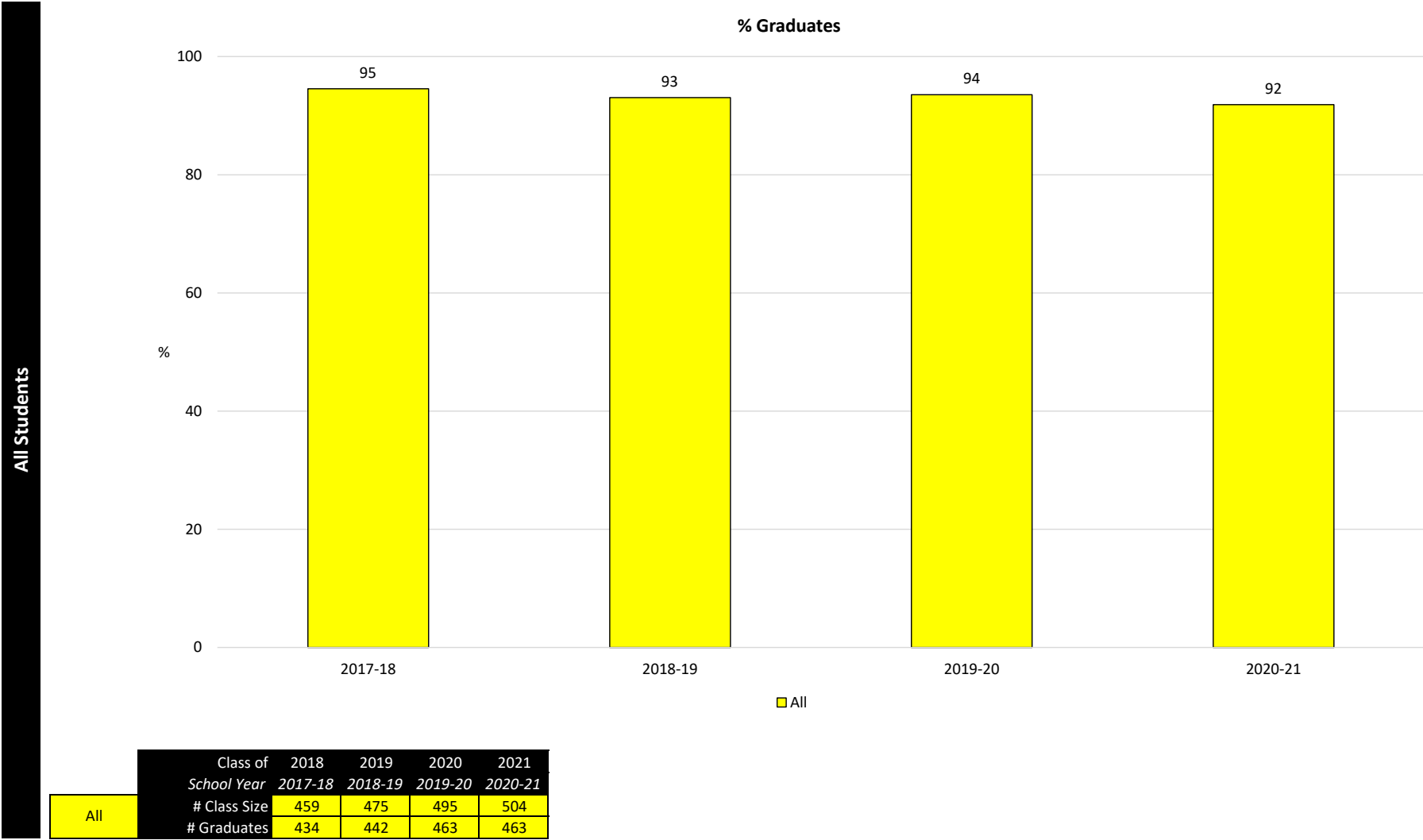
Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

Mountain View High School Graduation Rate

Indicator 10



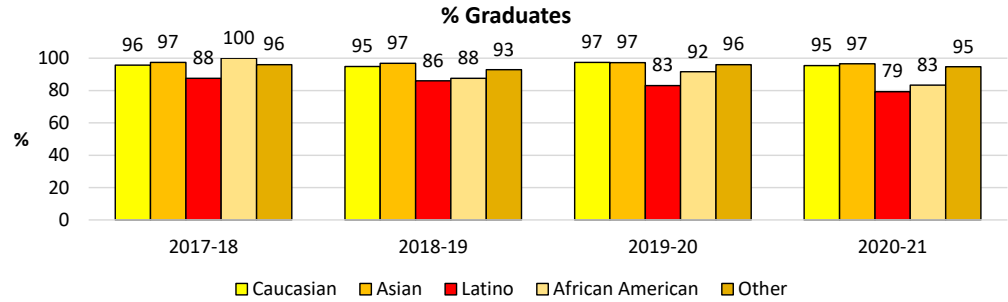
Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

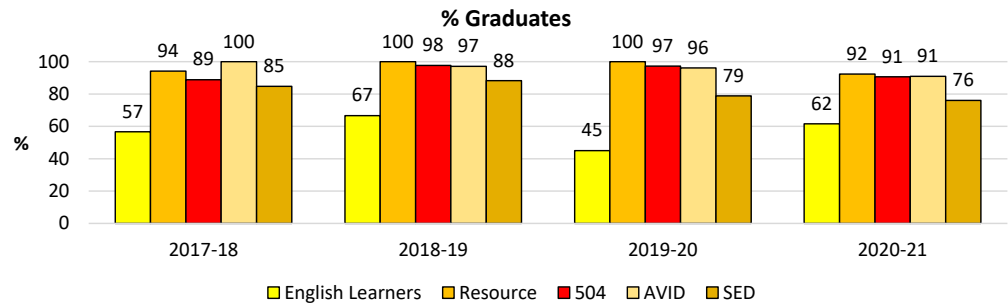
Mountain View High School Graduation Rate

Indicator 10

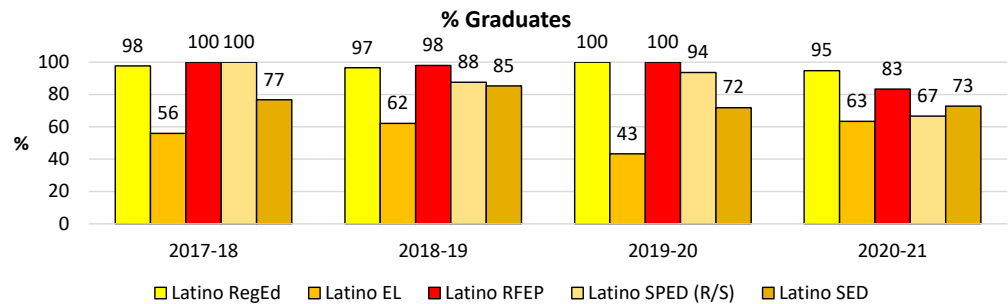
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Class Size | 213 | 214 | 189 | 220 |
| | # Graduates | 204 | 203 | 184 | 210 |
| Asian | # Class Size | 118 | 125 | 145 | 143 |
| | # Graduates | 115 | 121 | 141 | 138 |
| Latino | # Class Size | 97 | 114 | 124 | 116 |
| | # Graduates | 85 | 98 | 103 | 92 |
| African American | # Class Size | 6 | 8 | 12 | 6 |
| | # Graduates | 6 | 7 | 11 | 5 |
| Other | # Class Size | 25 | 14 | 25 | 19 |
| | # Graduates | 24 | 13 | 24 | 18 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Class Size | 30 | 45 | 40 | 39 |
| | # Graduates | 17 | 30 | 18 | 24 |
| Resource | # Class Size | 17 | 32 | 33 | 26 |
| | # Graduates | 16 | 32 | 33 | 24 |
| 504 | # Class Size | 54 | 44 | 36 | 64 |
| | # Graduates | 48 | 43 | 35 | 58 |
| AVID | # Class Size | 29 | 34 | 26 | 55 |
| | # Graduates | 29 | 33 | 25 | 50 |
| SED | # Class Size | 72 | 102 | 99 | 96 |
| | # Graduates | 61 | 90 | 78 | 73 |



| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Class Size | 44 | 29 | 39 | 38 |
| | # Graduates | 43 | 28 | 39 | 36 |
| Latino EL | # Class Size | 25 | 37 | 37 | 30 |
| | # Graduates | 14 | 23 | 16 | 19 |
| Latino RFEP | # Class Size | 31 | 49 | 42 | 48 |
| | # Graduates | 31 | 48 | 42 | 40 |
| Latino SPED (R/S) | # Class Size | 14 | 24 | 31 | 18 |
| | # Graduates | 14 | 21 | 29 | 12 |
| Latino SED | # Class Size | 43 | 68 | 64 | 70 |
| | # Graduates | 33 | 58 | 46 | 51 |

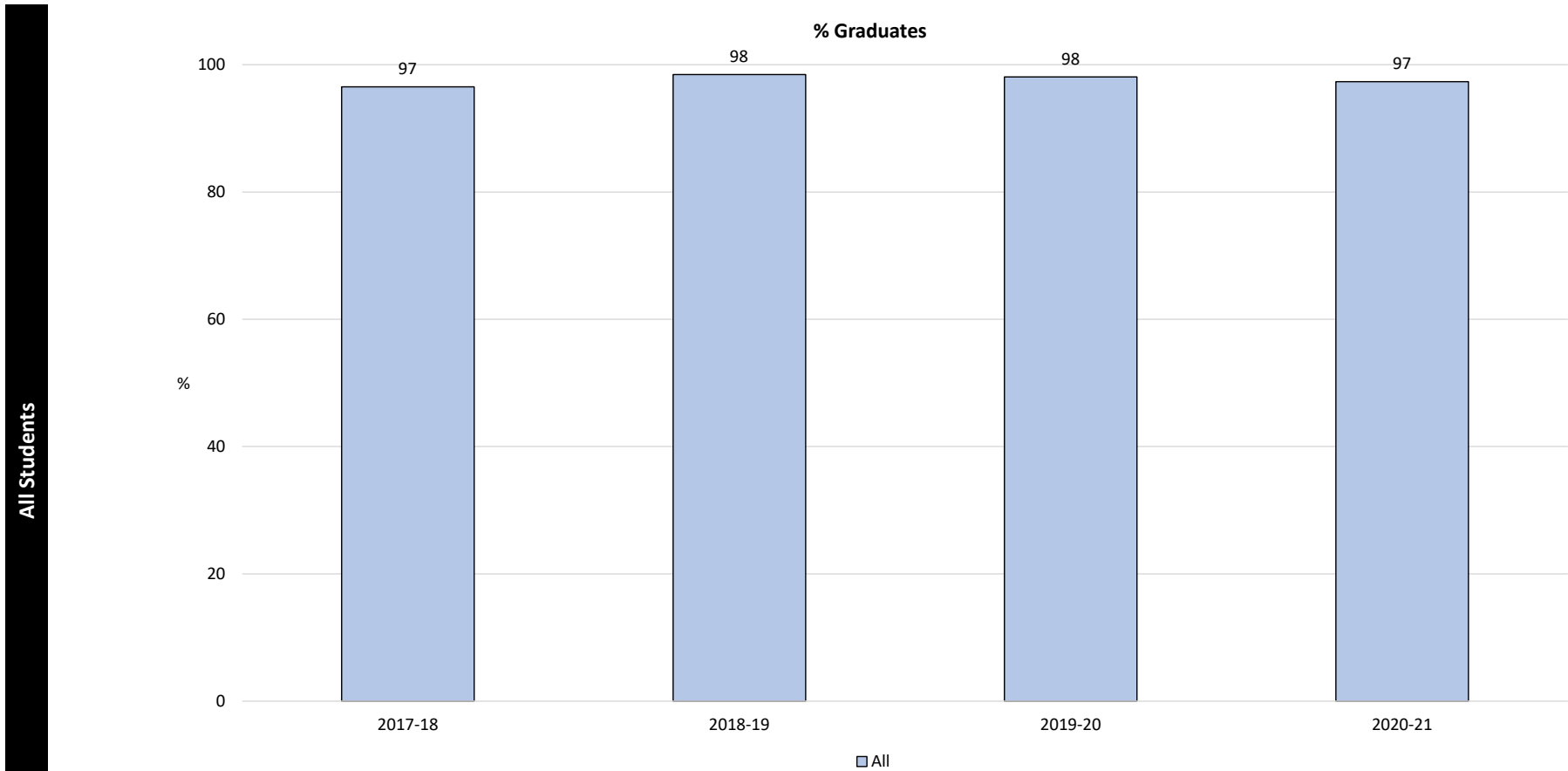


Data Source: Indicators (Aeries Query)

Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino non SpEd, SED, EL

Los Altos High School Graduation Rate

Indicator 10



| | Class of | 2018 | 2019 | 2020 | 2021 |
|-----|--------------|---------|---------|---------|---------|
| | School Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| All | # Class Size | 518 | 516 | 523 | 563 |
| | # Graduates | 500 | 508 | 513 | 548 |

Data Source: Indicators (Aeries Query)

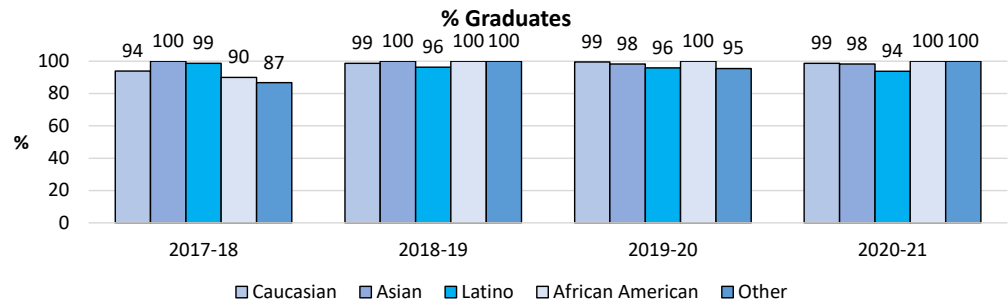
Other = Non-Hisp Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino non SpEd, SED, EL

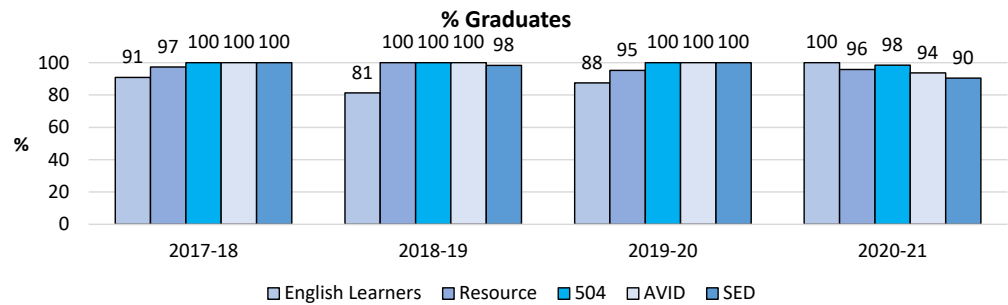
Los Altos High School Graduation Rate

Indicator 10

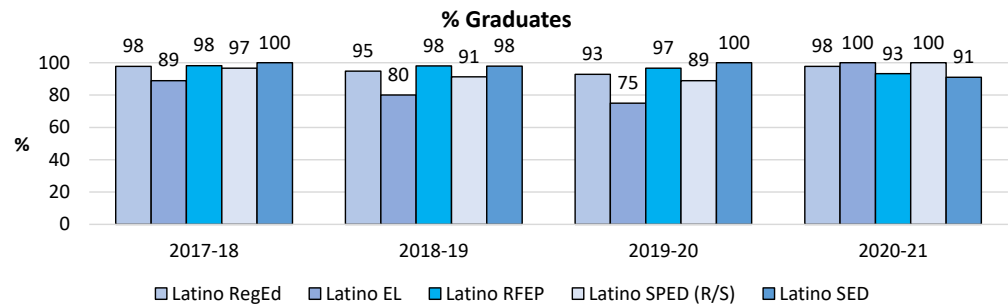
| By Ethnicity | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Caucasian | # Class Size | 211 | 224 | 195 | 222 |
| | # Graduates | 198 | 221 | 194 | 219 |
| Asian | # Class Size | 133 | 146 | 178 | 176 |
| | # Graduates | 133 | 146 | 175 | 173 |
| Latino | # Class Size | 149 | 137 | 121 | 144 |
| | # Graduates | 147 | 132 | 116 | 135 |
| African American | # Class Size | 10 | 4 | 7 | 12 |
| | # Graduates | 9 | 4 | 7 | 12 |
| Other | # Class Size | 15 | 5 | 22 | 9 |
| | # Graduates | 13 | 5 | 21 | 9 |



| By Special Populations | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|------------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| English Learners | # Class Size | 11 | 16 | 8 | 3 |
| | # Graduates | 10 | 13 | 7 | 3 |
| Resource | # Class Size | 38 | 33 | 21 | 24 |
| | # Graduates | 37 | 33 | 20 | 23 |
| 504 | # Class Size | 43 | 1 | 3 | 65 |
| | # Graduates | 43 | 1 | 3 | 64 |
| AVID | # Class Size | 55 | 54 | 46 | 47 |
| | # Graduates | 55 | 54 | 46 | 44 |
| SED | # Class Size | 113 | 118 | 96 | 105 |
| | # Graduates | 113 | 116 | 96 | 95 |



| By Latino Subgroups | Class of School Year | 2018 | 2019 | 2020 | 2021 |
|---------------------|----------------------|---------|---------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Latino RegEd | # Class Size | 45 | 38 | 42 | 45 |
| | # Graduates | 44 | 36 | 39 | 44 |
| Latino EL | # Class Size | 9 | 15 | 4 | 3 |
| | # Graduates | 8 | 12 | 3 | 3 |
| Latino RFEF | # Class Size | 112 | 98 | 89 | 103 |
| | # Graduates | 110 | 96 | 86 | 96 |
| Latino SPED (R/S) | # Class Size | 30 | 23 | 18 | 24 |
| | # Graduates | 29 | 21 | 16 | 24 |
| Latino SED | # Class Size | 91 | 93 | 70 | 89 |
| | # Graduates | 91 | 91 | 70 | 81 |



Data Source: Indicators (Aeries Query)

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

Latino Reg Ed = Latino non SpEd, SED, EL

CALIFORNIA DASHBOARD

English Learner Progress

College – Career

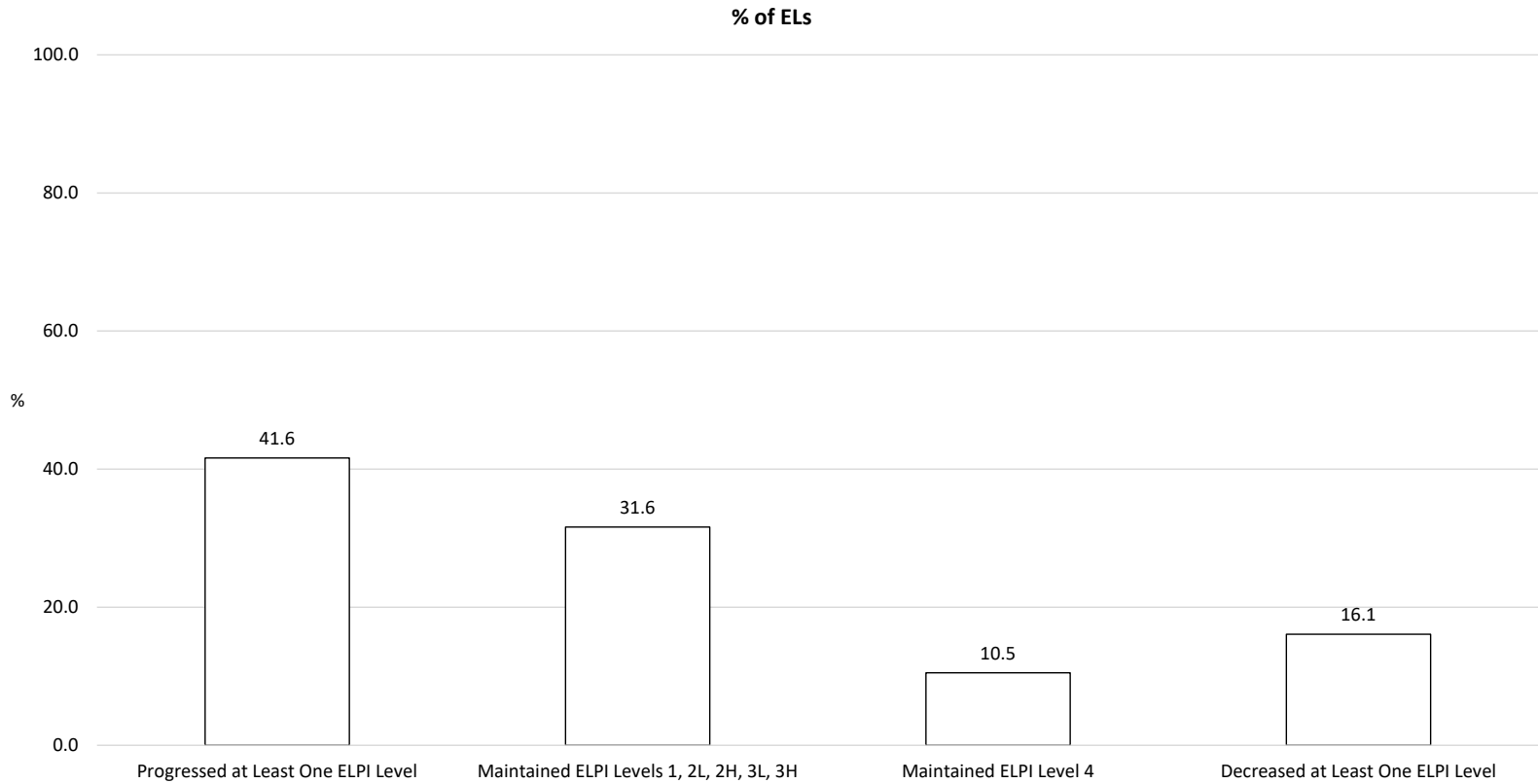
Graduation Rate

Suspension Rate

District English Learner Progress Dashboard

Fall 2019 Dashboard

All Students



| EL Progress | Result | |
|-------------|--|------|
| | % Making Progress towards English Language Proficiency | 52.2 |
| | # of ELs | 161 |
| | Performance Level | Low |

| EL Acquisition Results | % of ELs | |
|------------------------|--|------|
| | Progressed at Least One ELPI Level | 41.6 |
| | Maintained ELPI Levels 1, 2L, 2H, 3L, 3H | 31.6 |
| | Maintained ELPI Level 4 | 10.5 |
| | Decreased at Least One ELPI Level | 16.1 |

Data Source: CA Dashboard

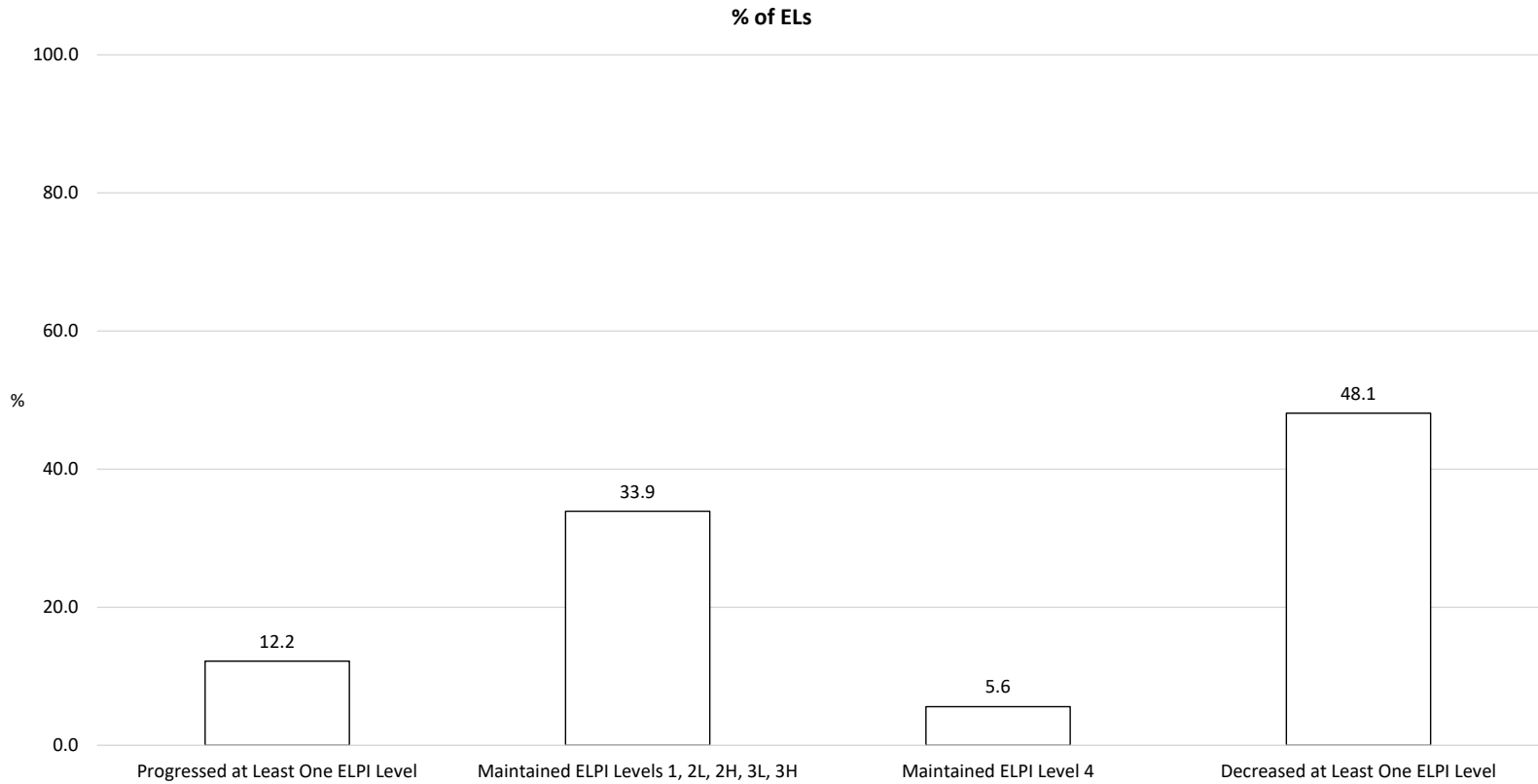
Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

Mountain View High School

English Learner Progress Dashboard

Fall 2019 Dashboard

All Students



| EL Progress | Result | |
|-------------|--|------|
| | % Making Progress towards English Language Proficiency | 53.8 |
| | # of ELs | 106 |
| | Performance Level | Low |

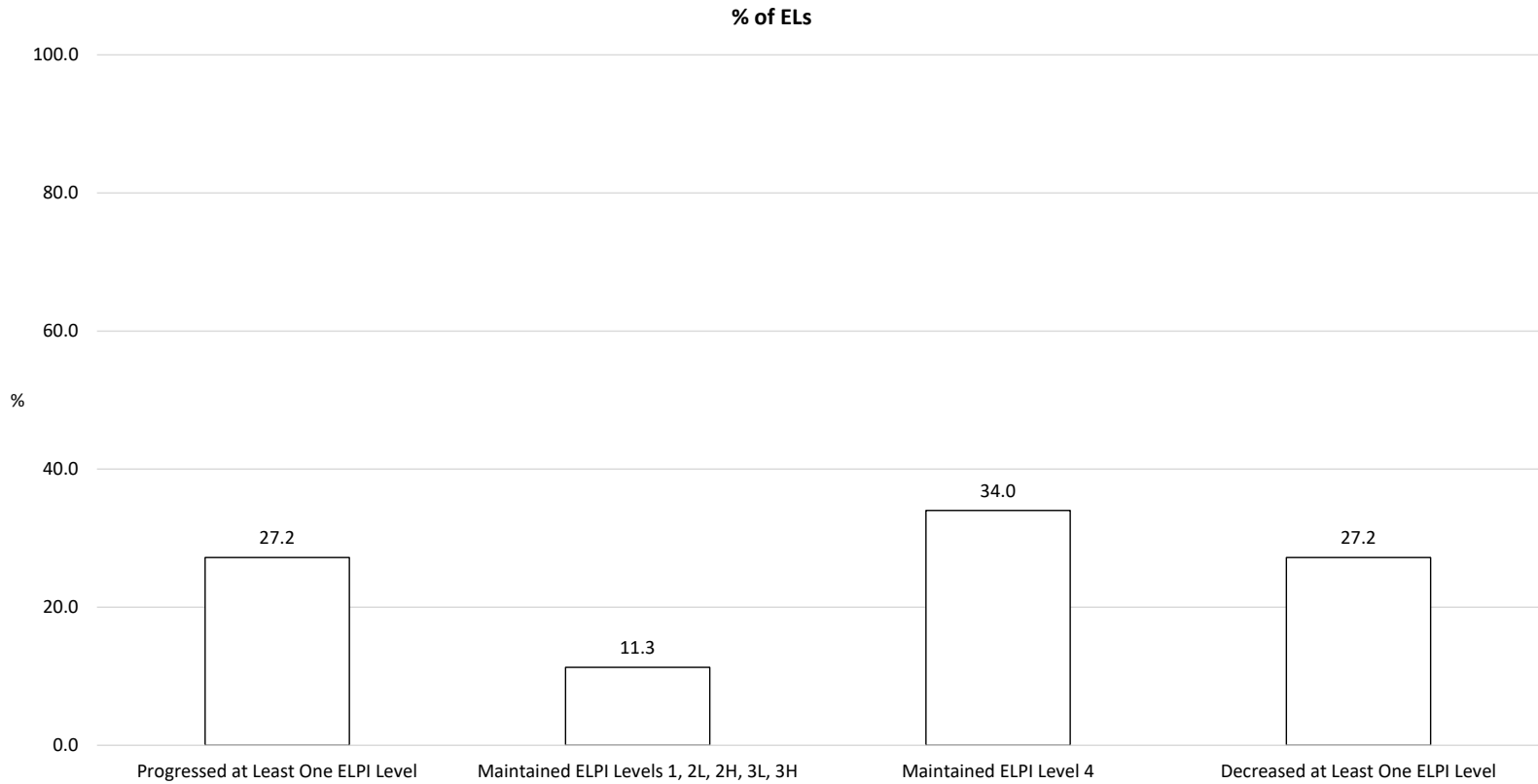
| EL Acquisition Results | % of ELs | |
|-----------------------------------|--|------|
| | Progressed at Least One ELPI Level | 12.2 |
| | Maintained ELPI Levels 1, 2L, 2H, 3L, 3H | 33.9 |
| | Maintained ELPI Level 4 | 5.6 |
| Decreased at Least One ELPI Level | 48.1 | |

Data Source: CA Dashboard

Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

Los Altos High School
English Learner Progress Dashboard
 Fall 2019 Dashboard

All Students



| EL Progress | Result | |
|-------------|--|------|
| | % Making Progress towards English Language Proficiency | 38.6 |
| | # of ELs | 44 |
| | Performance Level | Low |

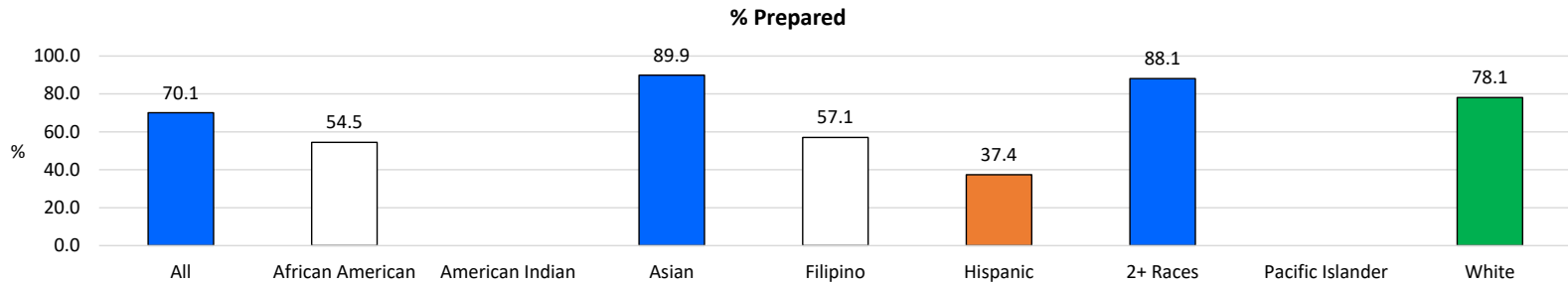
| EL Acquisition Results | % of ELs | |
|------------------------|--|------|
| | Progressed at Least One ELPI Level | 27.2 |
| | Maintained ELPI Levels 1, 2L, 2H, 3L, 3H | 11.3 |
| | Maintained ELPI Level 4 | 34.0 |
| | Decreased at Least One ELPI Level | 27.2 |

Data Source: CA Dashboard

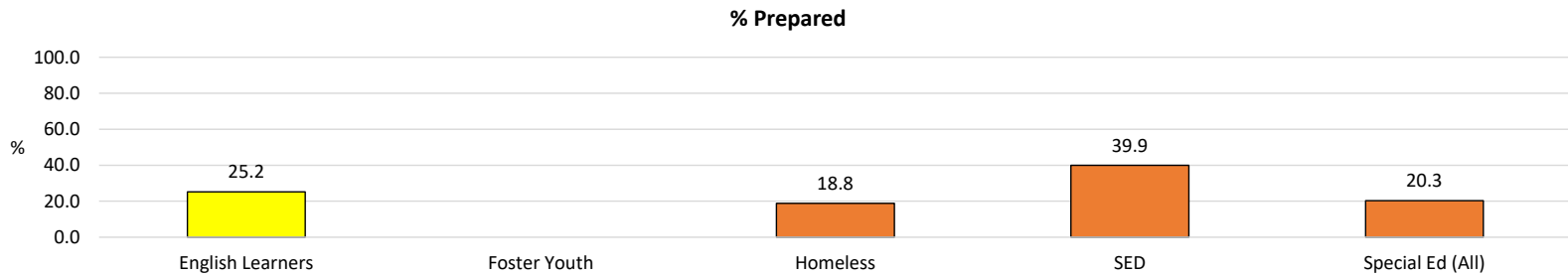
Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

District College-Career Dashboard Fall 2019 Dashboard

All Students



| By Race/Ethnicity | | Color | % Prepared | Status Change | Status Change % | # of Stu |
|-------------------|------------------|--------|------------|---------------|-----------------|----------|
| | All | Blue | 70.1 | Maintained | -1.6 | 1026 |
| | African American | - | 54.5 | Declined | 3.8 | 11 |
| | American Indian | - | - | - | - | 1 |
| | Asian | Blue | 89.9 | Increased | 2.1 | 258 |
| | Filipino | - | 57.1 | Declined | 7.4 | 14 |
| | Hispanic | Orange | 37.4 | Declined | 5.1 | 273 |
| | 2+ Races | Blue | 88.1 | Increased | 10.0 | 42 |
| | Pacific Islander | - | - | - | - | 2 |
| White | Green | 78.1 | Declined | 3.1 | 425 | |



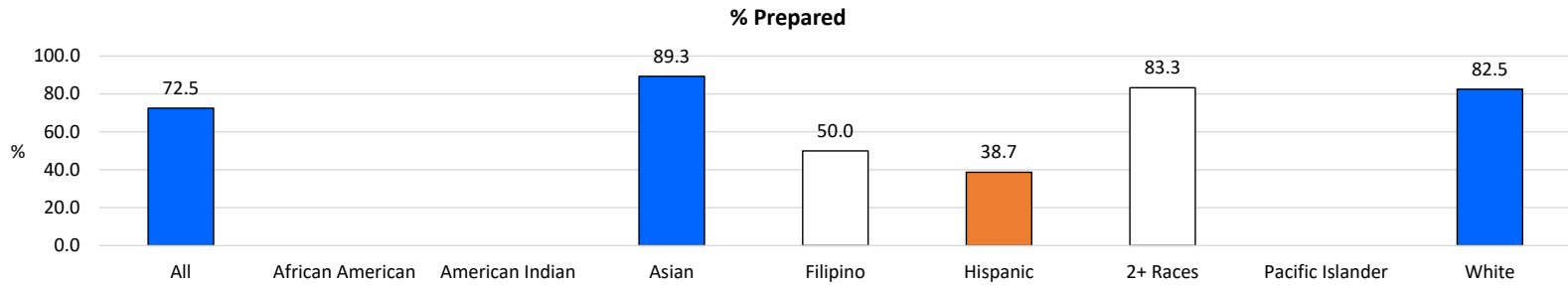
| By Student Group | | Color | % Prepared | Status Change | Status Change % | # of Stu |
|------------------|------------------|--------|------------|---------------|-----------------|----------|
| | English Learners | Yellow | 25.2 | Increased | 2.7 | 123 |
| | Foster Youth | - | - | - | - | 2 |
| | Homeless | Orange | 18.8 | Declined | 22.9 | 32 |
| | SED | Orange | 39.9 | Declined | 4.7 | 298 |
| Special Ed (All) | Orange | 20.3 | Maintained | 1.9 | 153 | |

Data Source: CA Dashboard

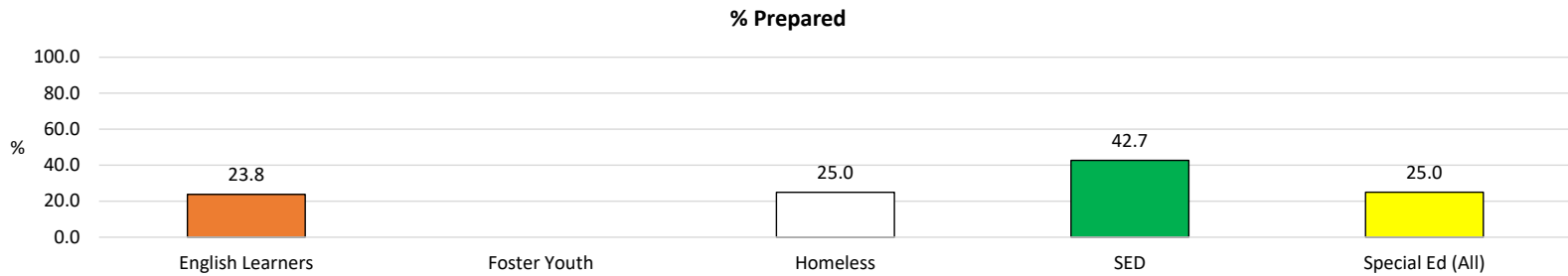
Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

Mountain View High School College-Career Dashboard Fall 2019 Dashboard

All Students



| By Race/Ethnicity | | Color | % Prepared | Status Change | Status Change % | # of Stu |
|-------------------|------------------|--------|------------|---------------|-----------------|----------|
| | All | Blue | 72.5 | Maintained | 0.6 | 462 |
| | African American | - | - | - | - | 6 |
| | American Indian | - | - | - | - | - |
| | Asian | Blue | 89.3 | Increased | 7.8 | 112 |
| | Filipino | - | 50.0 | Increased | 2.9 | 12 |
| | Hispanic | Orange | 38.7 | Declined | 2.4 | 106 |
| | 2+ Races | - | 83.3 | Increased | 12.7 | 30 |
| | Pacific Islander | - | - | - | - | 2 |
| White | Blue | 82.5 | Maintained | -0.5 | 194 | |



| By Student Group | | Color | % Prepared | Status Change | Status Change % | # of Stu |
|------------------|------------------|--------|------------|---------------|-----------------|----------|
| | English Learners | Orange | 23.8 | Maintained | -0.7 | 63 |
| | Foster Youth | - | - | - | - | 2 |
| | Homeless | - | 25.0 | - | - | 16 |
| | SED | Green | 42.7 | Increased | 4.1 | 124 |
| Special Ed (All) | Yellow | 25.0 | Increased | 4.1 | 60 | |

Data Source: CA Dashboard

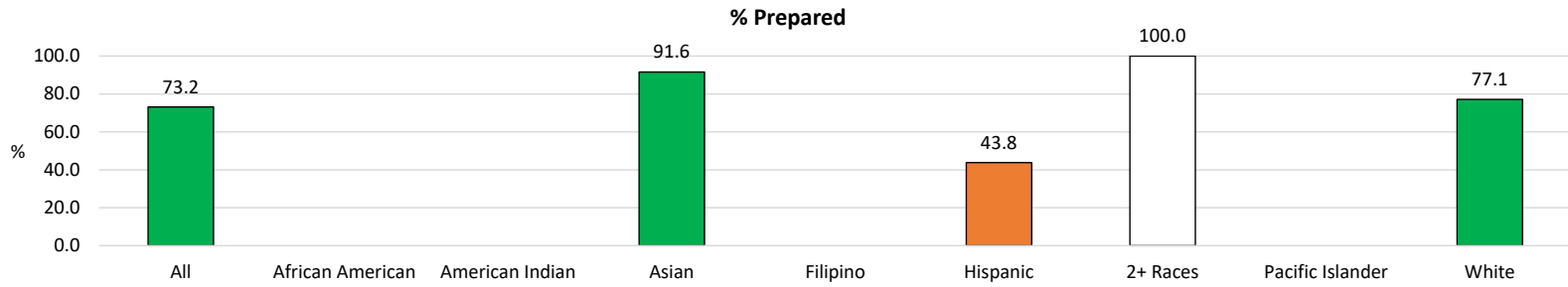
Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

Los Altos High School

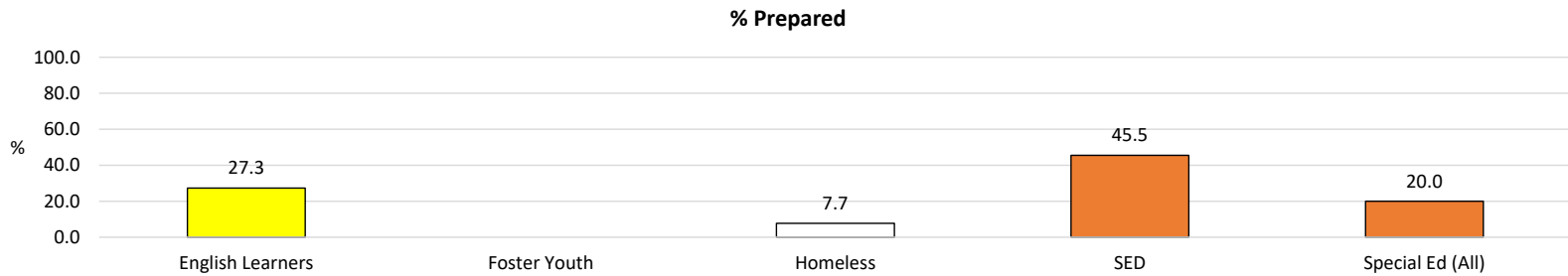
College-Career Dashboard

Fall 2019 Dashboard

All Students



| By Race/Ethnicity | | Color | % Prepared | Status Change | Status Change % | # of Stu |
|-------------------|------------------|--------|------------|---------------|-----------------|----------|
| | All | Green | 73.2 | Declined | 2.8 | 522 |
| | African American | - | - | - | - | 4 |
| | American Indian | - | - | - | - | 1 |
| | Asian | Green | 91.6 | Declined | 2.8 | 143 |
| | Filipino | - | - | - | - | 2 |
| | Hispanic | Orange | 43.8 | Declined | 5.5 | 137 |
| | 2+ Races | - | 100.0 | Increased | 13.3 | 12 |
| | Pacific Islander | - | - | - | - | - |
| White | Green | 77.1 | Declined | 5.6 | 223 | |

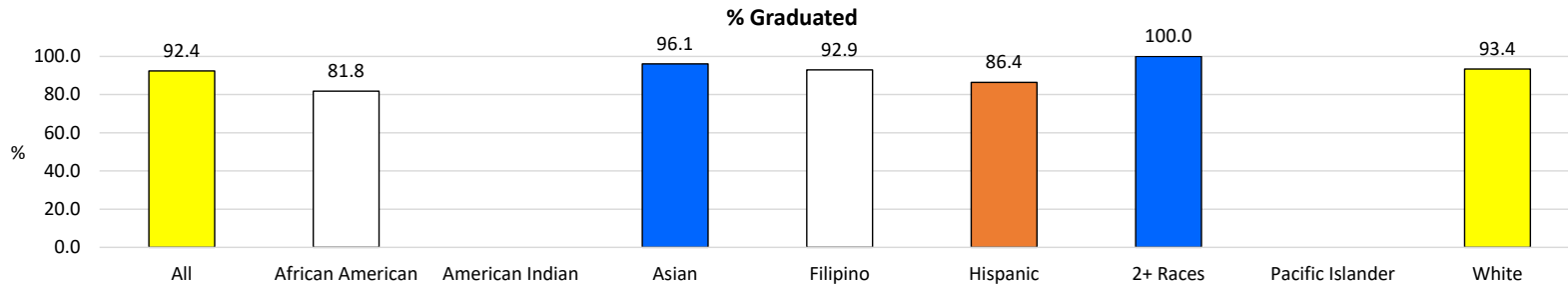


| By Student Group | | Color | % Prepared | Status Change | Status Change % | # of Stu |
|------------------|------------------|--------|------------|---------------|-----------------|----------|
| | English Learners | Yellow | 27.3 | Increased | 3.9 | 55 |
| | Foster Youth | - | - | - | - | - |
| | Homeless | - | 7.7 | Declined | 42.3 | 13 |
| | SED | Orange | 45.5 | Declined | 7.4 | 143 |
| Special Ed (All) | Orange | 20.0 | Maintained | -0.3 | 80 | |

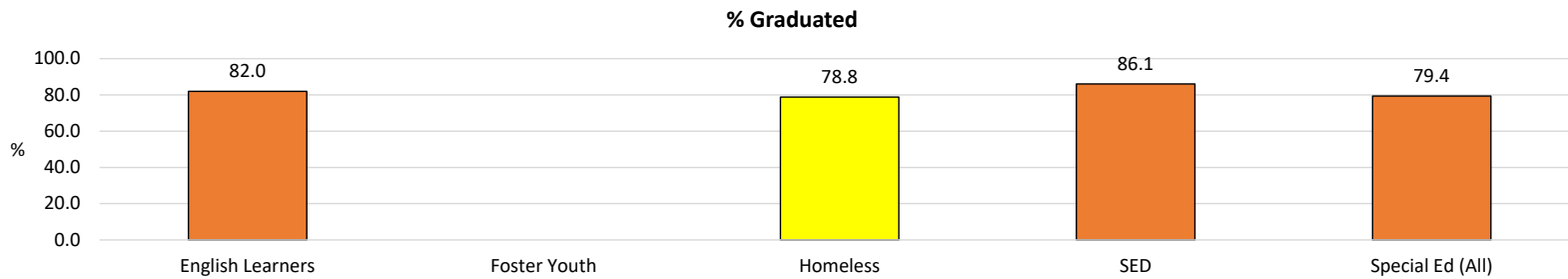
Data Source: CA Dashboard

Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

District Graduation Rate Dashboard Fall 2019 Dashboard



| By Race/Ethnicity | Color | % Graduated | Status Change | Status Change % | # of Stu |
|-------------------|--------|-------------|---------------|-----------------|----------|
| All | Yellow | 92.4 | Declined | 1.1 | 1033 |
| African American | - | 81.8 | Declined | 3.9 | 11 |
| American Indian | - | - | - | - | 1 |
| Asian | Blue | 96.1 | Maintained | 0.7 | 258 |
| Filipino | - | 92.9 | Maintained | -0.9 | 14 |
| Hispanic | Orange | 86.4 | Declined | 1.2 | 280 |
| 2+ Races | Blue | 100.0 | Increased | 3.0 | 42 |
| Pacific Islander | - | - | - | - | 2 |
| White | Yellow | 93.4 | Declined | 2.5 | 425 |



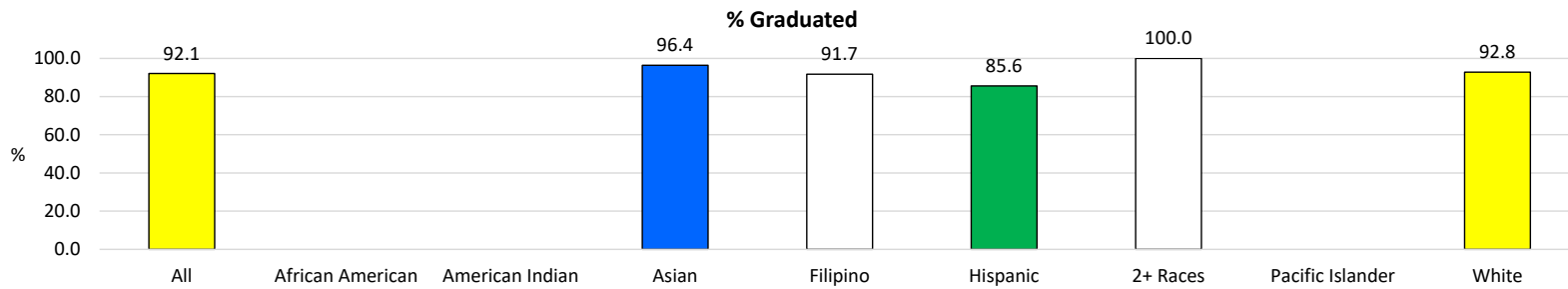
| By Student Group | Color | % Graduated | Status Change | Status Change % | # of Stu |
|------------------|--------|-------------|---------------|-----------------|----------|
| English Learners | Orange | 82.0 | Declined | 1.1 | 128 |
| Foster Youth | - | - | - | - | 2 |
| Homeless | Yellow | 78.8 | Increased | 1.9 | 33 |
| SED | Orange | 86.1 | Declined | 2.0 | 303 |
| Special Ed (All) | Orange | 79.4 | Declined | 3.4 | 155 |

Data Source: CA Dashboard

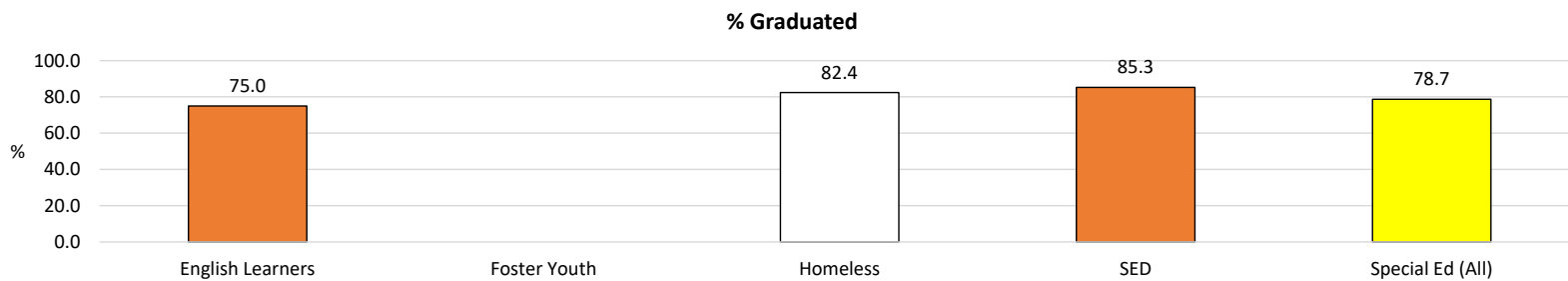
Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

Mountain View High School Graduation Rate Dashboard

Fall 2019 Dashboard



| By Race/Ethnicity | Color | % Graduated | Status Change | Status Change % | # of Stu | |
|-------------------|------------------|-------------|---------------|-----------------|----------|-----|
| | All | Yellow | 92.1 | Declined | 2.5 | 467 |
| | African American | - | - | - | - | 6 |
| | American Indian | - | - | - | - | - |
| | Asian | Blue | 96.4 | Maintained | -0.8 | 112 |
| | Filipino | - | 91.7 | Declined | 8.3 | 12 |
| | Hispanic | Green | 85.6 | Increased | 1.9 | 111 |
| | 2+ Races | - | 100.0 | Maintained | 0.0 | 30 |
| | Pacific Islander | - | - | - | - | 2 |
| White | Yellow | 92.8 | Declined | 4.4 | 194 | |



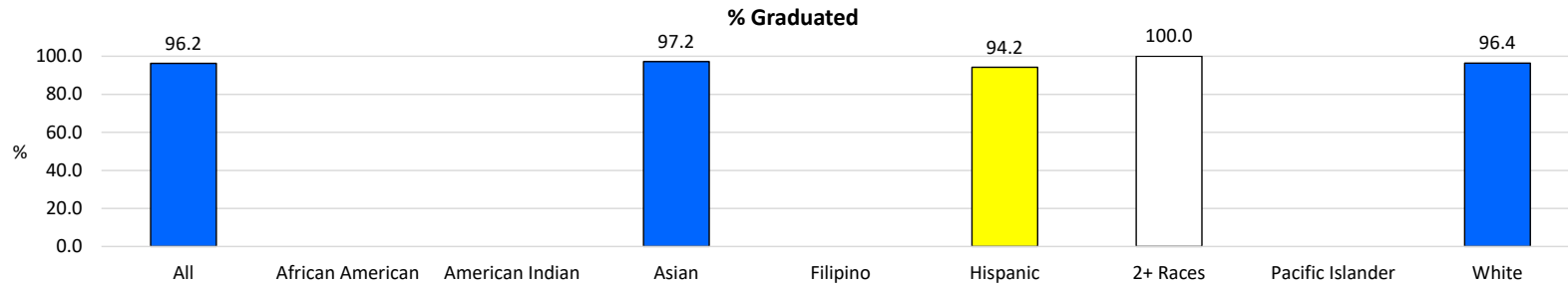
| By Student Group | Color | % Graduated | Status Change | Status Change % | # of Stu | |
|------------------|------------------|-------------|---------------|-----------------|----------|-----|
| | English Learners | Orange | 75.0 | Declined | 1.9 | 68 |
| | Foster Youth | - | - | - | - | 2 |
| | Homeless | - | 82.4 | - | - | 17 |
| | SED | Orange | 85.3 | Declined | 1.3 | 129 |
| Special Ed (All) | Yellow | 78.7 | Increased | 1.9 | 61 | |

Data Source: CA Dashboard

Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

Los Altos High School Graduation Rate Dashboard Fall 2019 Dashboard

All Students



| By Race/Ethnicity | Color | % Graduated | Status Change | Status Change % | # of Stu |
|-------------------|--------|-------------|---------------|-----------------|----------|
| | All | Blue | 96.2 | Declined | 1.7 |
| African American | - | - | - | - | 4 |
| American Indian | - | - | - | - | 1 |
| Asian | Blue | 97.2 | Declined | 2.0 | 143 |
| Filipino | - | - | - | - | 2 |
| Hispanic | Yellow | 94.2 | Declined | 2.5 | 138 |
| 2+ Races | - | 100.0 | Maintained | 0.0 | 12 |
| Pacific Islander | - | - | - | - | - |
| White | Blue | 96.4 | Declined | 1.3 | 223 |



| By Student Group | Color | % Graduated | Status Change | Status Change % | # of Stu |
|------------------|------------------|-------------|---------------|-----------------|----------|
| | English Learners | Yellow | 92.7 | Declined | 3.0 |
| Foster Youth | - | - | - | - | - |
| Homeless | - | 76.9 | Declined | 15.9 | 13 |
| SED | Yellow | 94.4 | Declined | 3.7 | 143 |
| Special Ed (All) | Orange | 85.0 | Declined | 8.7 | 80 |

Data Source: CA Dashboard

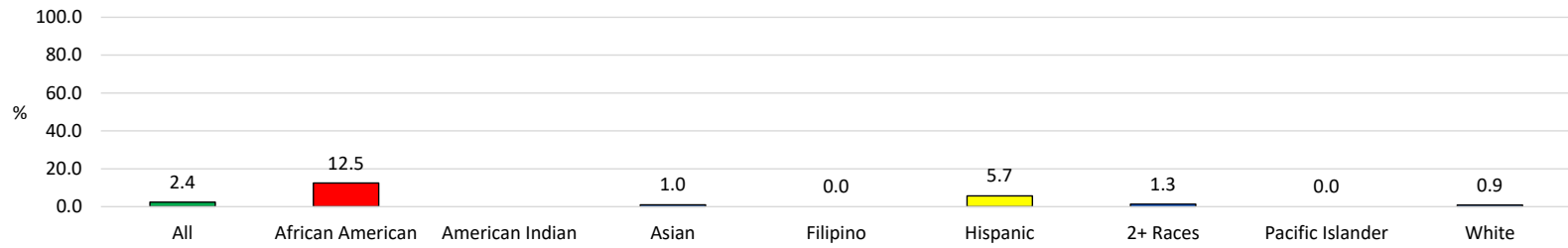
Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

District Suspension Rate Dashboard

Fall 2019 Dashboard

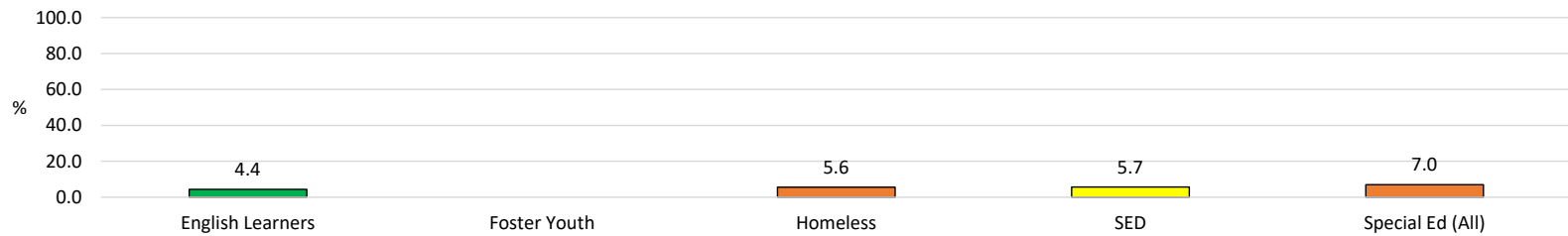
All Students

% Suspended



| By Race/Ethnicity | Color | % Suspended | Status Change | Status Change % | # of Stu |
|-------------------|--------|-------------|---------------|-----------------|----------|
| All | Green | 2.4 | Maintained | -0.2 | 4507 |
| African American | Red | 12.5 | Increased | 6.8 | 56 |
| American Indian | - | - | - | - | 4 |
| Asian | Blue | 1.0 | Maintained | 0.3 | 1034 |
| Filipino | Blue | 0.0 | Declined | 1.0 | 85 |
| Hispanic | Yellow | 5.7 | Maintained | 0.0 | 1197 |
| 2+ Races | Blue | 1.3 | Declined | 1.3 | 389 |
| Pacific Islander | - | 0.0 | Declined | 15.0 | 16 |
| White | Blue | 0.9 | Maintained | -0.4 | 1726 |

% Suspended



| By Student Group | Color | % Suspended | Status Change | Status Change % | # of Stu |
|------------------|--------|-------------|---------------|-----------------|----------|
| English Learners | Green | 4.4 | Declined | 1.5 | 315 |
| Foster Youth | - | - | - | - | 8 |
| Homeless | Orange | 5.6 | Increased | 2.4 | 54 |
| SED | Yellow | 5.7 | Maintained | -0.1 | 998 |
| Special Ed (All) | Orange | 7.0 | Maintained | 0.0 | 541 |

Data Source: CA Dashboard

Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

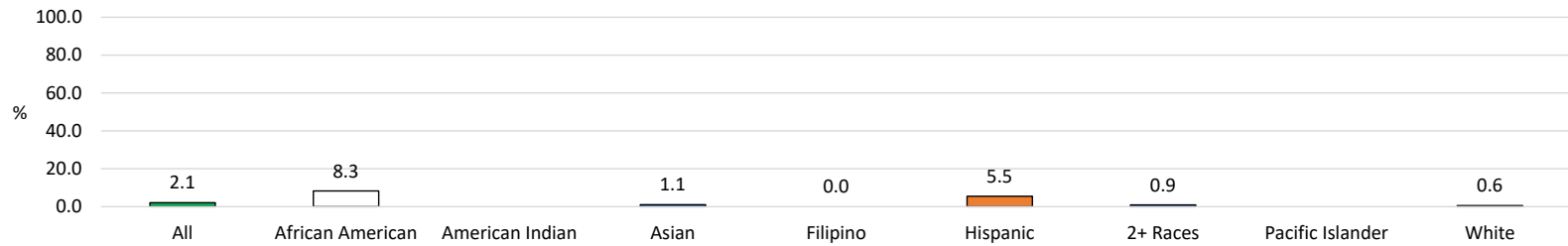
Mountain View High School

Suspension Rate Dashboard

Fall 2019 Dashboard

All Students

% Suspended



| By Race/Ethnicity | Color | % Suspended | Status Change | Status Change % | # of Stu |
|-------------------|--------|-------------|---------------|-----------------|----------|
| | All | Green | 2.1 | Declined | 0.5 |
| African American | - | 8.3 | Declined | 2.0 | 36 |
| American Indian | - | - | - | - | 1 |
| Asian | Green | 1.1 | Maintained | 0.0 | 459 |
| Filipino | Blue | 0.0 | Declined | 1.5 | 57 |
| Hispanic | Orange | 5.5 | Increased | 1.0 | 527 |
| 2+ Races | Blue | 0.9 | Declined | 2.1 | 222 |
| Pacific Islander | - | - | - | - | 7 |
| White | Green | 0.6 | Declined | 1.2 | 837 |

% Suspended



| By Student Group | Color | % Suspended | Status Change | Status Change % | # of Stu |
|------------------|------------------|-------------|---------------|-----------------|----------|
| | English Learners | Yellow | 4.2 | Maintained | 0.1 |
| Foster Youth | - | - | - | - | 6 |
| Homeless | - | - | - | - | 4 |
| SED | Orange | 5.6 | Increased | 0.6 | 425 |
| Special Ed (All) | Orange | 7.6 | Increased | 2.6 | 249 |

Data Source: CA Dashboard

Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

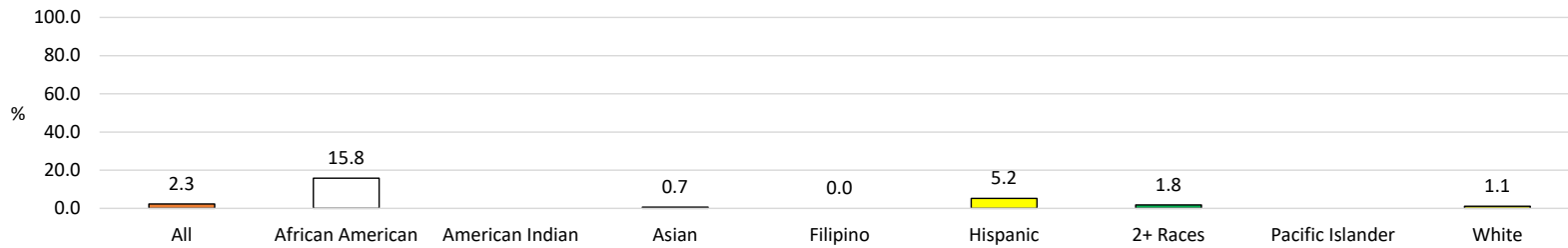
Los Altos High School

Suspension Rate Dashboard

Fall 2019 Dashboard

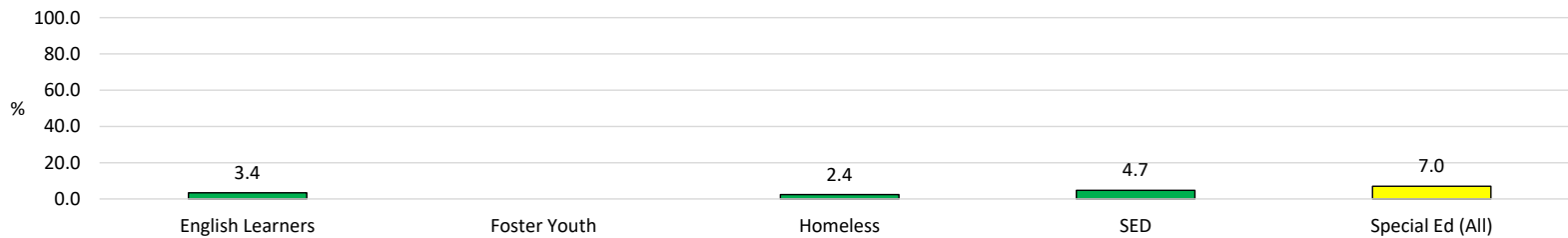
All Students

% Suspended



| By Race/Ethnicity | Color | % Suspended | Status Change | Status Change % | # of Stu |
|-------------------|--------|-------------|---------------|-----------------|----------|
| All | Orange | 2.3 | Increased | 0.3 | 2279 |
| African American | - | 15.8 | Increased | 15.8 | 19 |
| American Indian | - | - | - | - | 3 |
| Asian | Yellow | 0.7 | Increased | 0.3 | 569 |
| Filipino | - | 0.0 | Maintained | 0.0 | 27 |
| Hispanic | Yellow | 5.2 | Maintained | 0.1 | 612 |
| 2+ Races | Green | 1.8 | Declined | 0.3 | 167 |
| Pacific Islander | - | - | - | - | 7 |
| White | Yellow | 1.1 | Increased | 0.4 | 875 |

% Suspended



| By Student Group | Color | % Suspended | Status Change | Status Change % | # of Stu |
|------------------|--------|-------------|---------------|-----------------|----------|
| English Learners | Green | 3.4 | Declined | 2.1 | 87 |
| Foster Youth | - | - | - | - | - |
| Homeless | Green | 2.4 | Declined | 2.1 | 42 |
| SED | Green | 4.7 | Declined | 0.4 | 507 |
| Special Ed (All) | Yellow | 7.0 | Declined | 1.6 | 273 |

Data Source: CA Dashboard

Note: Color coding reflects Dashboard colors
Dash (-) = Data not populated on the Dashboard

AP REPORT

2021 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 33. 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, 62% 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 22 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, 933 students took 2,023 exams; 1601 (79%) of these exams received a score of 3 or higher, compared with 66% Statewide and 64% Nationally. At LAHS, 995 students took 2225 exams. 1840 (83%) of these exams received a score of 3 or better.

The chart below highlights the growth in our AP Test Takers, in comparison to the growth or decline in 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 significantly more than the increase in enrollment in the last four years. There is a slight decrease in the number of students earning scores of 3 or higher. This can be understandable knowing that 20-21 was a year of pandemic, distance learning and many of the AP exams were held digitally and remotely.

In the last four years (2017/18 to 2020/21) the following change has occurred: (See Table 2 for data reflected in this chart)

Ratio of Growth in AP in Comparison to Growth in Enrollment

| | % Increase/Decrease | |
|-----------------------------|---------------------|------|
| | MVHS | LAHS |
| Total School Enrlmt 10-12 | 15% | 2% |
| # of AP candidates | 16% | 6% |
| # of AP exams | 22% | 15% |
| # of AP exams with score 3+ | 13% | 10% |

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) have gone up steadily over the years, we do see a decrease in our scores of 3 or higher while we see an increase in the scores of students earning a 1 or 2. Over the years, there are small oscillations in scores so this is not unique. As noted earlier, the pandemic challenges may have been a factor in the dip in scores for the 20-21 school year.

Table 9 (5 Year Summary of AP Scholar Report): Four years ago, the College Board began publishing an AP Scholars Report. Please see the definition of the various levels of AP Scholars on the bottom of Table 3. Despite the pandemic, we have seen an increase in our AP Scholars in 20-21 and for MVHS a significant increase in their AP Scholars with Honors.

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. As expected, 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.

Table 5 (AP Exams by Ethnic Groups): This table shows test takers broken down by ethnic characteristics.

Table 10 (Equity & Excellence): This is an interesting new analysis that the College Board has been providing for the last four years. The report is called Equity and Excellence and is aimed at showing the proportion of a school's senior class that scored a 3 or higher on an AP Exam at any point 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 1
Longitudinal Chart of AP scores tracked by score level
2005-2021

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 |
| Total School CBEDS Enrollment* | 1730 | 1753 | 1744 | 1735 | 1783 | 1797 | 1794 | 1828 | 1834 | 1808 | 1817 | 1858 | 1905 | 1955 | 2043 | 2158 | 2242 |
| Total # of Tests | 795 | 804 | 832 | 873 | 959 | 1018 | 1036 | 952 | 998 | 1251 | 1396 | 1529 | 1651 | 1655 | 1887 | 1998 | 2024 |
| %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 |
| %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 |
| %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 |
| %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 |
| %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 |

| 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 |
| Total School CBEDS Enrollment* | 1635 | 1709 | 1686 | 1660 | 1659 | 1643 | 1632 | 1625 | 1706 | 1777 | 1903 | 2024 | 2065 | 2208 | 2195 | 2226 | 2217 |
| Total # of Tests | 743 | 701 | 848 | 828 | 805 | 864 | 974 | 1153 | 1266 | 1351 | 1585 | 1648 | 1815 | 1932 | 2039 | 2249 | 2222 |
| %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 |
| %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 |
| %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 |
| %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 |
| %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 |

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

TABLE 1a
5 Year Comparison of % Students Scoring at Each Proficiency Level
2016/17 – 2020/21

Mountain View High School

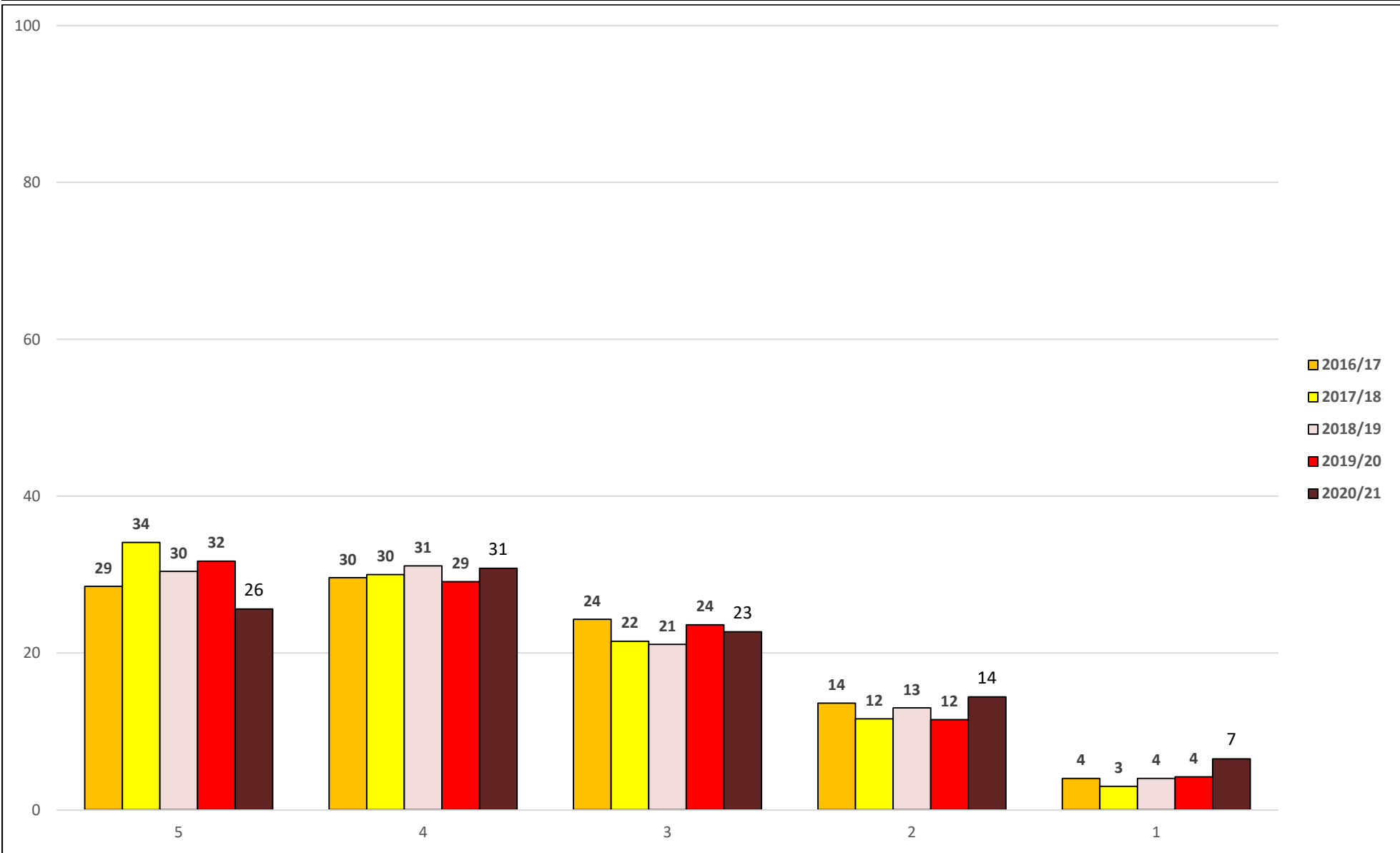
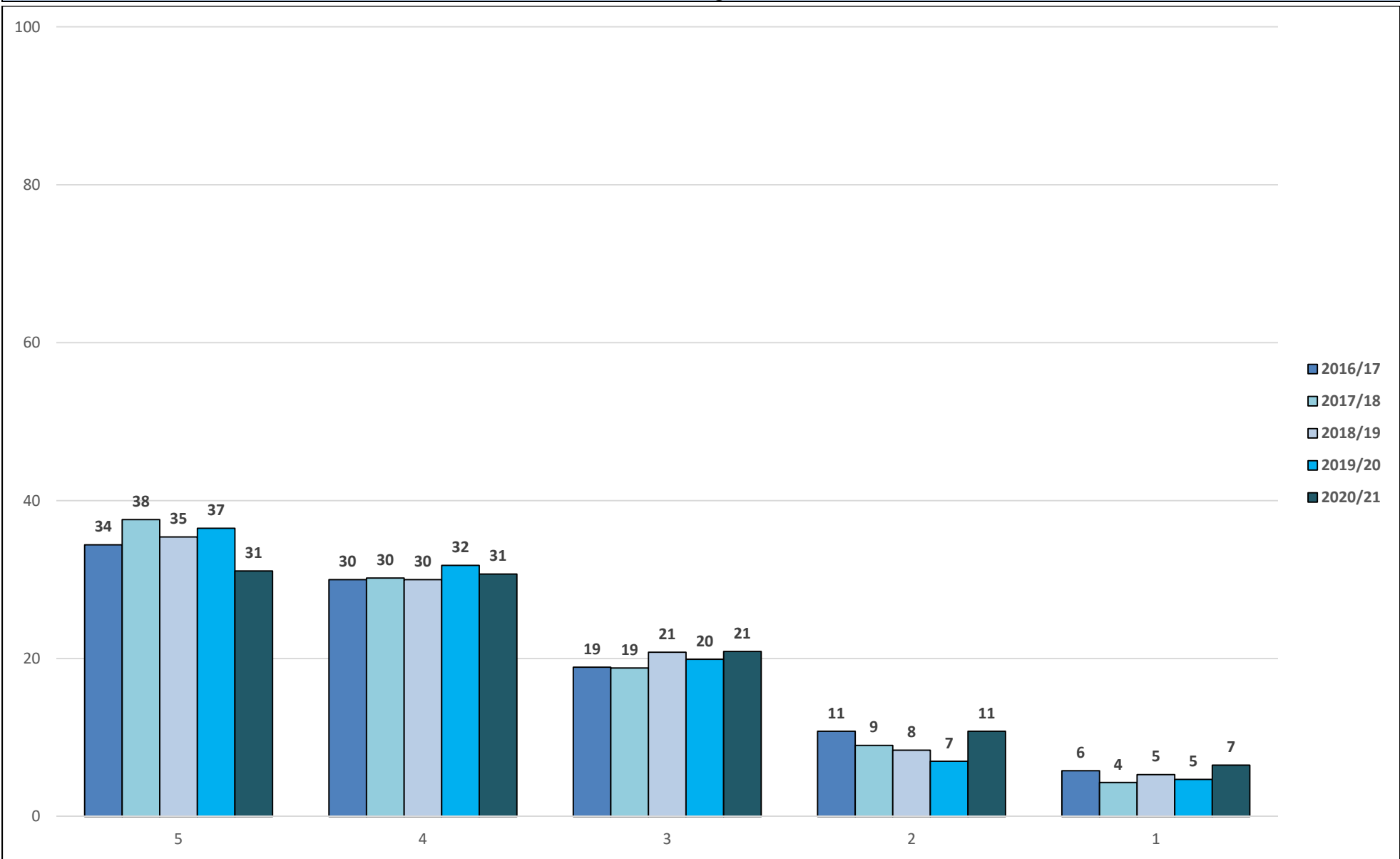


TABLE 1b
5 Year Comparison of % Students Scoring at Each Proficiency Level
2016/17 – 2020/21

Los Altos High School



**TABLE 2
AP Test Results
2000-2021**

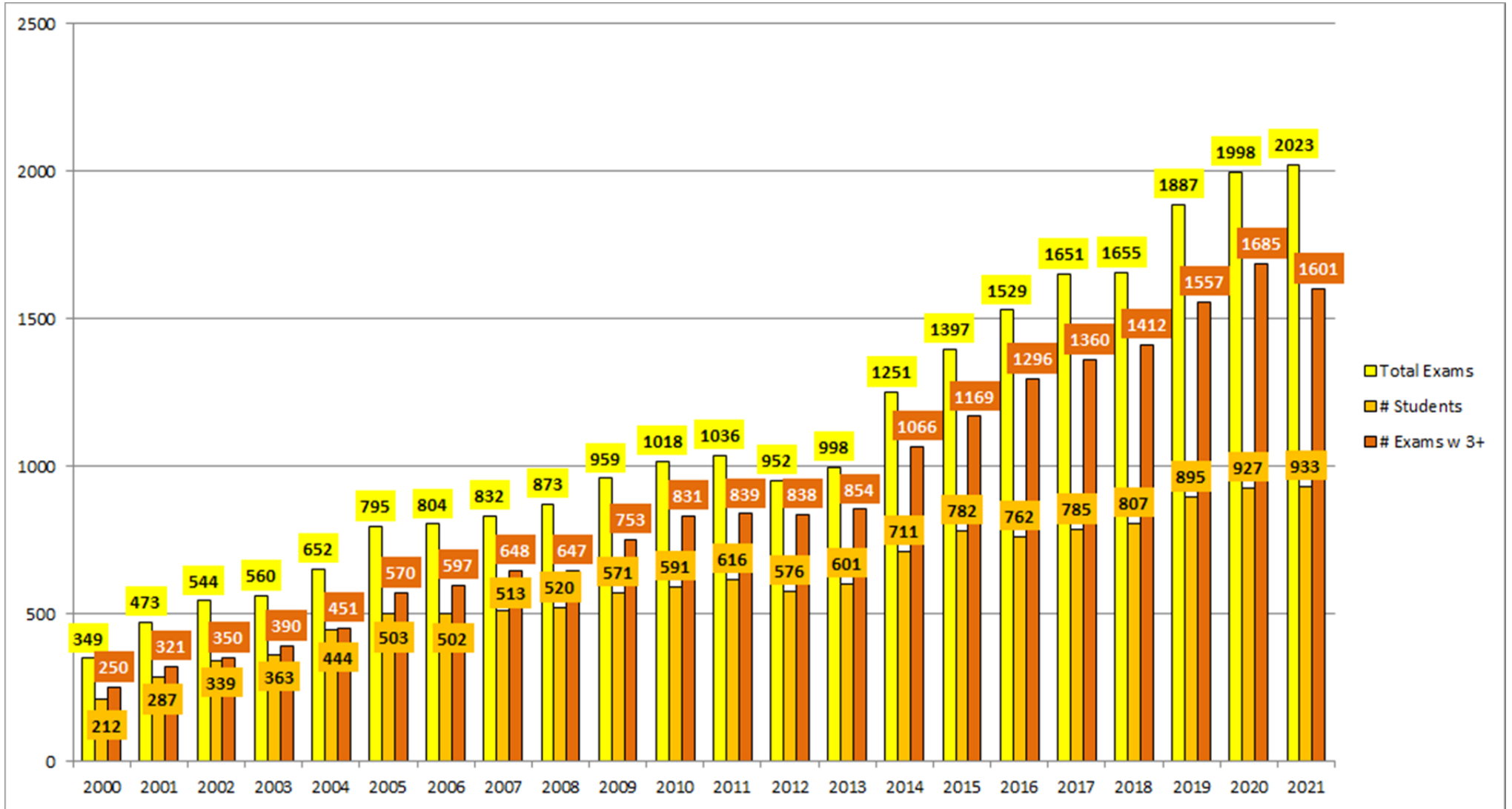
| Mountain View High School | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| YEAR | 99/00 | 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 |
| CBEDS Enrollment | | | | 1525 | 1654 | 1730 | 1753 | 1744 | 1735 | 1783 | 1797 | 1794 | 1828 | 1834 | 1808 | 1817 | 1858 | 1905 | 1955 | 2043 | 2158 | 2242 |
| 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 |
| Tot. Candidates | 212 | 287 | 339 | 363 | 444 | 503 | 502 | 513 | 520 | 571 | 591 | 616 | 576 | 601 | 711 | 782 | 762 | 785 | 807 | 895 | 927 | 933 |
| # 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 |
| % 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 |
| 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 | 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 | N/A |
| # of Soph.,Jrs.&Srs. (from CBEDS) | 936 | 958 | 1019 | 1076 | 1190 | 1266 | 1301 | 1262 | 1284 | 1344 | 1,346 | 1,337 | 1335 | 1350 | 1368 | 1349 | 1367 | 1389 | 1434 | 1467 | 1576 | 1647 |
| # 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 |

| 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 |
| CBEDS Enrollment | | | | 1440 | 1567 | 1635 | 1709 | 1686 | 1660 | 1659 | 1643 | 1632 | 1625 | 1706 | 1777 | 1903 | 2024 | 2065 | 2208 | 2195 | 2226 | 2217 |
| Total Exams | 539 | 550 | 451 | 443 | 502 | 743 | 701 | 848 | 828 | 805 | 864 | 974 | 1153 | 1266 | 1351 | 1585 | 1648 | 1815 | 1932 | 2039 | 2249 | 2225 |
| Tot. Candidates | 277 | 286 | 249 | 286 | 289 | 417 | 406 | 447 | 478 | 450 | 470 | 494 | 557 | 595 | 659 | 693 | 743 | 812 | 940 | 1004 | 1052 | 995 |
| # 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 |
| % 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 |
| 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 | 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 | N/A |
| # of Soph., Jrs. & Srs. (from CBEDS) | 1032 | 966 | 979 | 1022 | 1099 | 1187 | 1266 | 1250 | 1248 | 1231 | 1,231 | 1,213 | 1230 | 1230 | 1314 | 1350 | 1500 | 1535 | 1629 | 1654 | 1668 | 1661 |
| # 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 |

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
2000-2021**

Mountain View High School



**TABLE 2b
AP Test Results
2000-2021**

Los Altos High School

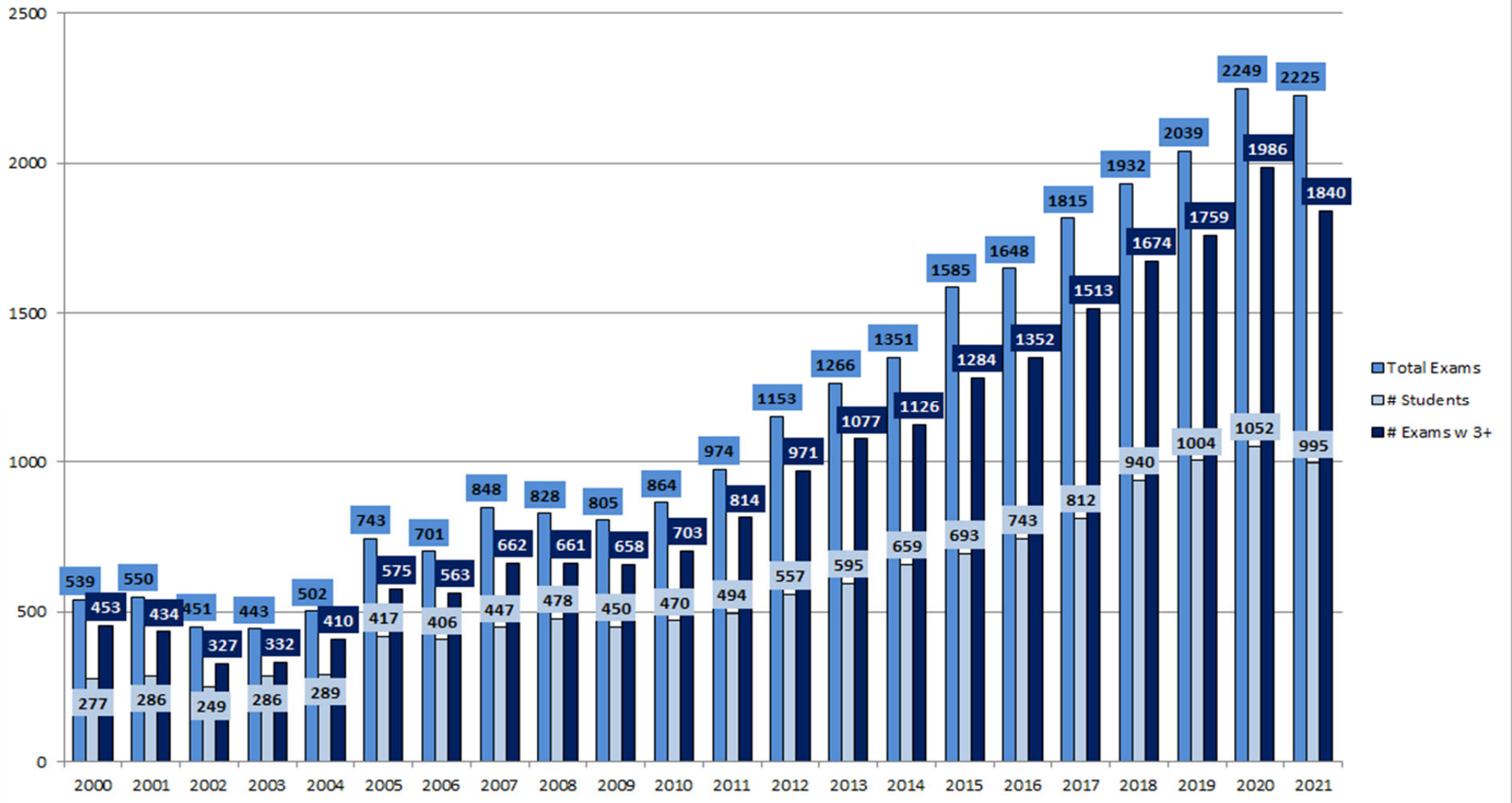
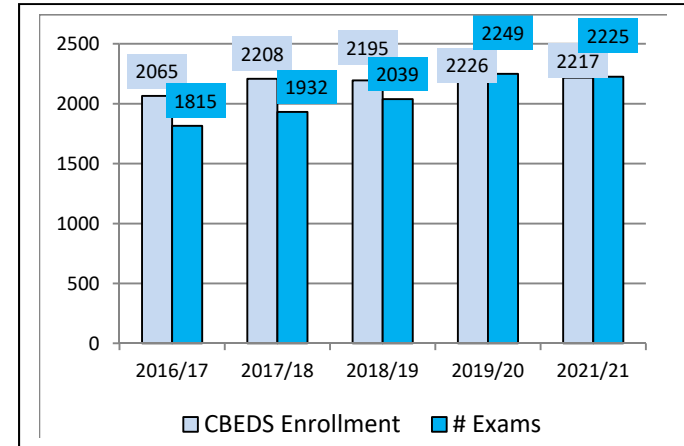
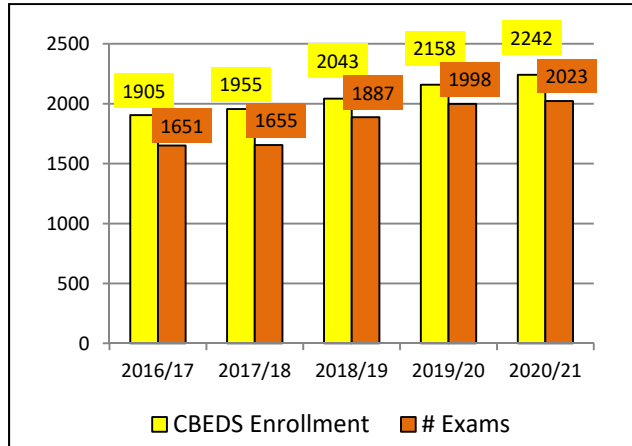


Table 3
5 Year Change in Enrollment vs AP Participation
2016/17 to 2020/21

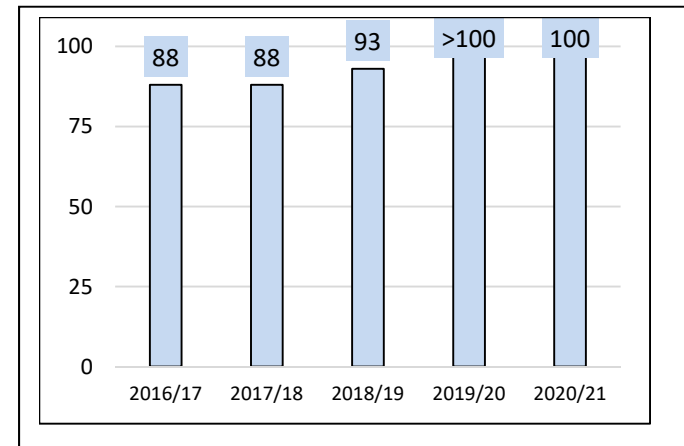
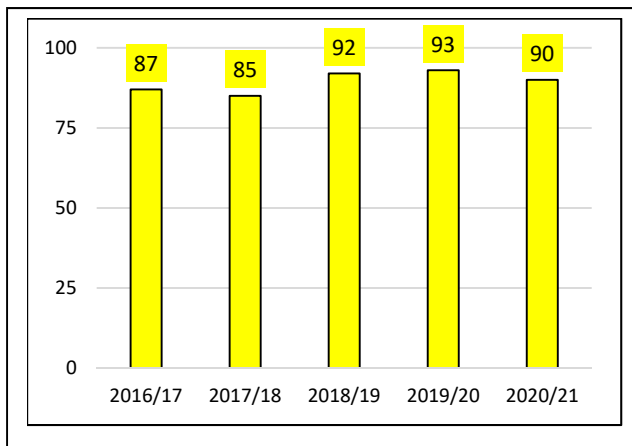
| | Mountain View High School | | Los Altos High School | |
|--------------------------------------|---------------------------|-----|-----------------------|-----|
| | # | % | # | % |
| Increase in Total School Enrollment* | +337 | 18% | +152 | 7% |
| AP Students | +148 | 19% | +183 | 23% |
| AP Exams | +372 | 23% | +410 | 23% |
| AP Exams 3 or Better | +241 | 18% | +327 | 18% |

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
2017-2021**

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

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

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

**TABLE 5
AP Exams by Ethnic Groups
2017-2021**

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

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

TABLE 6
Latino Students AP Test Results by Course
2020/21

| Mountain View High School | | |
|----------------------------------|----------------------|-------------------|
| Name of Test | # Test Takers | Mean Score |
| Calculus AB | 56 | 2.64 |
| Calculus BC | 149 | 3.80 |
| Statistics | 62 | 4.21 |
| Biology | 55 | 3.87 |
| Chemistry | 50 | 3.78 |
| Physics 1 | 136 | 3.65 |
| Physics C: Mech | 46 | 3.98 |
| Physics C: E&M | 42 | 3.69 |
| Comp Sci A | 113 | 3.56 |
| Environ Sci | 145 | 3.18 |
| English Lang | 296 | 3.24 |
| English Lit | 33 | 3.59 |
| European Hist | 141 | 3.40 |
| World Hist | 60 | 3.78 |
| Human Geography | | |
| US History | 168 | 3.93 |
| Gov/Pol US | 96 | 3.14 |
| Macroeconomics | 98 | 3.22 |
| Microeconomics | 2 | 4.00 |
| Psychology | 88 | 3.74 |
| Chinese Lang | 19 | 4.53 |
| French Lang | 24 | 4.29 |
| German Lang | 4 | 3.25 |
| Spanish Lang | 68 | 3.96 |
| Spanish Lit | 33 | 3.24 |
| Japanese Lang | 14 | 2.79 |
| Studio Art: 2D | 15 | 3.73 |

| Los Altos High School | | |
|------------------------------|----------------------|-------------------|
| Name of Test | # Test Takers | Mean Score |
| Calculus AB | 111 | 3.40 |
| Calculus BC | 105 | 4.46 |
| Statistics | 117 | 3.94 |
| Biology | 100 | 3.51 |
| Chemistry | 38 | 3.45 |
| Physics 1 | 149 | 3.62 |
| Physics C: Mech | 50 | 4.36 |
| Physics C: E&M | 45 | 3.89 |
| Comp Sci A | 116 | 4.31 |
| Environ Sci | 112 | 3.36 |
| English Lang | 121 | 3.97 |
| English Lit | 35 | 3.69 |
| European Hist | 101 | 3.76 |
| World Hist | 1 | 5.00 |
| Human Geography | 251 | 3.62 |
| US History | 141 | 3.50 |
| Gov/Pol US | 137 | 3.48 |
| Macroeconomics | 6 | 4.00 |
| Microeconomics | 167 | 3.05 |
| Psychology | 102 | 3.10 |
| Chinese Lang | 36 | 4.58 |
| French Lang | 27 | 3.63 |
| German Lang | 1 | 5.00 |
| Spanish Lang | 114 | 3.92 |
| Spanish Lit | 2 | 3.50 |
| Latin Lang | 5 | 2.80 |
| Studio Art: 2D | 24 | 4.38 |

Data Source: College Board; Data reflects Latino students only

TABLE 7a
2 Year Comparison of AP Test Results by Course
2019/20 to 2020/21

| Mountain View High School | | | | | | | | | | | | |
|---------------------------|------------|---------|------------|---------------|---------|------------|---------------|---------|------------|------------|---------|------------|
| Name of Test | # of Exams | | | # 3 or Better | | | % 3 or Better | | | Mean Score | | |
| | 2019-20 | 2020-21 | Difference | 2019-20 | 2020-21 | Difference | 2019-20 | 2020-21 | Difference | 2019-20 | 2020-21 | Difference |
| Calculus AB | 97 | 56 | 41 | 63 | 29 | 34 | 65% | 52% | 13% | 3.01 | 2.64 | 0.37 |
| Calculus BC | 113 | 149 | 36 | 106 | 118 | 12 | 94% | 79% | 15% | 4.24 | 3.80 | 0.46 |
| Statistics | 67 | 62 | 5 | 61 | 58 | 3 | 91% | 94% | 3% | 3.94 | 4.21 | 0.27 |
| Biology | 62 | 55 | 7 | 60 | 53 | 7 | 97% | 96% | 1% | 4.11 | 3.87 | 0.24 |
| Chemistry | 23 | 50 | 27 | 19 | 44 | 25 | 83% | 88% | 5% | 4.04 | 3.78 | 0.26 |
| Physics 1 | 140 | 136 | 4 | 116 | 114 | 2 | 83% | 84% | 1% | 3.59 | 3.65 | 0.06 |
| Physics C: Mech | 50 | 46 | 4 | 46 | 41 | 5 | 92% | 89% | 3% | 4.32 | 3.98 | 0.34 |
| Physics C: E&M | 47 | 42 | 5 | 40 | 33 | 7 | 85% | 79% | 6% | 3.89 | 3.69 | 0.20 |
| Comp Sci A | 108 | 113 | 5 | 96 | 94 | 2 | 89% | 83% | 6% | 3.90 | 3.56 | 0.34 |
| Environ Sci | 134 | 146 | 12 | 90 | 98 | 8 | 67% | 67% | 0% | 3.28 | 3.18 | 0.10 |
| English Lang | 292 | 296 | 4 | 221 | 206 | 15 | 76% | 70% | 6% | 3.41 | 3.24 | 0.17 |
| English Lit | 80 | 34 | 46 | 72 | 29 | 43 | 90% | 85% | 5% | 3.83 | 3.59 | 0.24 |
| European Hist | 108 | 141 | 33 | 90 | 109 | 19 | 83% | 77% | 6% | 3.47 | 3.40 | 0.07 |
| World Hist | 62 | 60 | 2 | 58 | 52 | 6 | 94% | 87% | 7% | 3.90 | 3.78 | 0.12 |
| US History | 115 | 168 | 53 | 105 | 144 | 39 | 91% | 86% | 5% | 4.02 | 3.93 | 0.09 |
| Gov/Pol US | 112 | 96 | 16 | 89 | 69 | 20 | 79% | 72% | 7% | 3.48 | 3.14 | 0.34 |
| Macroeconomics | 106 | 98 | 8 | 89 | 66 | 23 | 84% | 67% | 17% | 3.68 | 3.22 | 0.46 |
| Psychology | 92 | 88 | 4 | 82 | 77 | 5 | 89% | 88% | 1% | 3.89 | 3.74 | 0.15 |
| Chinese Lang | 24 | 19 | 5 | 22 | 19 | 3 | 92% | 100% | 8% | 3.92 | 4.53 | 0.61 |
| French Lang | 17 | 24 | 7 | 17 | 24 | 7 | 100% | 100% | 0% | 4.41 | 4.29 | 0.12 |
| Spanish Lang | 79 | 71 | 8 | 77 | 67 | 10 | 97% | 94% | 3% | 4.32 | 3.96 | 0.36 |
| Spanish Lit | 35 | 33 | 2 | 33 | 28 | 5 | 94% | 85% | 9% | 3.74 | 3.24 | 0.50 |
| Japanese Lang | 10 | 14 | 4 | 10 | 7 | 3 | 100% | 50% | 50% | 4.70 | 2.79 | 1.91 |
| Studio Art: 2D | 7 | 15 | 8 | 7 | 15 | 8 | 100% | 100% | 0% | 3.71 | 3.7 3 | 0.02 |

Data Source: College Board

TABLE 7b
2 Year Comparison of AP Test Results by Course
2019/20 to 2020/21

| Los Altos High School | | | | | | | | | | | | |
|-----------------------|------------------|---------|------------|---------------|---------|------------|---------------|---------|------------|------------|---------|------------|
| Name of Test | # of Test Takers | | | # 3 or Better | | | % 3 or Better | | | Mean Score | | |
| | 2019-20 | 2020-21 | Difference | 2019-20 | 2020-21 | Difference | 2019-20 | 2020-21 | Difference | 2019-20 | 2020-21 | Difference |
| Calculus AB | 119 | 111 | 8 | 99 | 85 | 14 | 83% | 77% | 6% | 3.49 | 3.40 | 0.09 |
| Calculus BC | 112 | 105 | 7 | 106 | 96 | 10 | 95% | 91% | 4% | 4.40 | 4.46 | 0.06 |
| Statistics | 85 | 117 | 32 | 74 | 110 | 36 | 87% | 94% | 7% | 3.85 | 3.94 | 0.09 |
| Biology | 101 | 100 | 1 | 95 | 84 | 11 | 94% | 84% | 10% | 3.77 | 3.51 | 0.26 |
| Chemistry | 75 | 38 | 37 | 68 | 30 | 38 | 91% | 79% | 12% | 3.67 | 3.45 | 0.22 |
| Physics 1 | 122 | 149 | 27 | 113 | 124 | 11 | 93% | 83% | 10% | 3.88 | 3.62 | 0.26 |
| Physics C: Mech | 59 | 50 | 9 | 58 | 49 | 9 | 98% | 98% | 0% | 4.63 | 4.36 | 0.27 |
| Physics C: E&M | 53 | 45 | 8 | 45 | 36 | 9 | 85% | 80% | 5% | 4.13 | 3.89 | 0.24 |
| Comp Sci A | 107 | 116 | 9 | 103 | 112 | 9 | 96% | 97% | 1% | 4.37 | 4.31 | 0.06 |
| Environ Sci | 120 | 112 | 8 | 80 | 84 | 4 | 67% | 75% | 8% | 3.23 | 3.36 | 0.13 |
| English Lang | 124 | 121 | 3 | 114 | 108 | 6 | 92% | 89% | 3% | 3.91 | 3.97 | 0.06 |
| English Lit | 54 | 35 | 19 | 49 | 28 | 21 | 91% | 80% | 11% | 3.81 | 3.69 | 0.12 |
| European Hist | 123 | 101 | 22 | 117 | 90 | 27 | 95% | 89% | 6% | 4.15 | 3.76 | 0.39 |
| Human Geography | 262 | 251 | 11 | 204 | 199 | 5 | 78% | 79% | 1% | 3.50 | 3.62 | 0.12 |
| US History | 149 | 141 | 8 | 133 | 111 | 22 | 89% | 79% | 10% | 3.89 | 3.50 | 0.39 |
| Gov/Pol US | 107 | 138 | 31 | 93 | 109 | 16 | 87% | 79% | 8% | 3.86 | 3.48 | 0.38 |
| Microeconomics | 138 | 167 | 29 | 112 | 112 | 0 | 81% | 67% | 14% | 3.67 | 3.05 | 0.62 |
| Psychology | 92 | 102 | 10 | 85 | 64 | 21 | 92% | 63% | 29% | 4.17 | 3.10 | 1.07 |
| Chinese Lang | 35 | 36 | 1 | 35 | 35 | 0 | 100% | 97% | 3% | 4.80 | 4.58 | 0.22 |
| French Lang | 33 | 27 | 6 | 31 | 23 | 8 | 94% | 85% | 9% | 4.18 | 3.63 | 0.55 |
| Spanish Lang | 111 | 115 | 4 | 110 | 107 | 3 | 99% | 93% | 6% | 4.12 | 3.92 | 0.20 |
| Latin Ver | 13 | 5 | 8 | 10 | 2 | 8 | 77% | 40% | 37% | 3.15 | 2.80 | 0.35 |
| Studio Art: 2D | 23 | 24 | 1 | 23 | 24 | 1 | 100% | 100% | 0% | 4.48 | 4.38 | 0.10 |

Data Source: College Board

TABLE 8a
2 Year Comparison of AP Test Results by Course
2019/20 to 2020/21

| Mountain View High School | | | | | | | | | | | | | | | | | | | | |
|---------------------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| Name of Test | Score | | | | | | | | | | | | | | | | | | | |
| | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 | | | |
| | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Calculus AB | 9 | 9% | 10 | 18% | 25 | 26% | 17 | 30% | 32 | 33% | 15 | 27% | 18 | 19% | 11 | 20% | 13 | 13% | 3 | 5% |
| Calculus BC | 1 | 1% | 5 | 3% | 6 | 5% | 26 | 17% | 17 | 15% | 31 | 21% | 30 | 27% | 19 | 13% | 59 | 52% | 68 | 46% |
| Statistics | 1 | 1% | 2 | 3% | 5 | 7% | 2 | 3% | 18 | 27% | 7 | 11% | 16 | 24% | 21 | 34% | 27 | 40% | 30 | 48% |
| Biology | 1 | 2% | 0 | 0% | 1 | 2% | 2 | 4% | 13 | 21% | 16 | 29% | 22 | 35% | 24 | 44% | 25 | 40% | 13 | 24% |
| Chemistry | 0 | 0% | 2 | 4% | 4 | 17% | 4 | 8% | 2 | 9% | 11 | 22% | 6 | 26% | 19 | 38% | 11 | 48% | 14 | 28% |
| Physics 1 | 5 | 4% | 9 | 7% | 19 | 14% | 13 | 10% | 31 | 22% | 28 | 21% | 59 | 42% | 53 | 39% | 26 | 19% | 33 | 24% |
| Physics C: Mech | 1 | 2% | 2 | 4% | 3 | 6% | 3 | 7% | 5 | 10% | 4 | 9% | 11 | 22% | 22 | 48% | 30 | 60% | 15 | 33% |
| Physics C: E&M | 2 | 4% | 1 | 2% | 5 | 11% | 8 | 19% | 7 | 15% | 7 | 17% | 15 | 32% | 13 | 31% | 18 | 38% | 13 | 31% |
| Comp Sci A | 2 | 2% | 6 | 5 | 10 | 9% | 13 | 12% | 29 | 27% | 32 | 28% | 23 | 21% | 36 | 32% | 44 | 41% | 26 | 23% |
| Environ Sci | 18 | 13% | 16 | 11% | 26 | 19% | 32 | 22% | 14 | 10% | 20 | 14% | 53 | 40% | 64 | 44% | 23 | 17% | 13 | 9% |
| English Lang | 17 | 6% | 34 | 11% | 54 | 18% | 56 | 19% | 75 | 26% | 62 | 21% | 84 | 29% | 93 | 31% | 62 | 21% | 51 | 17% |
| English Lit | 1 | 1% | 0 | 0% | 7 | 9% | 5 | 15% | 23 | 29% | 11 | 33% | 23 | 29% | 10 | 30% | 26 | 33% | 7 | 21% |
| European Hist | 0 | 0% | 4 | 3% | 18 | 17% | 28 | 20% | 40 | 37% | 45 | 32% | 31 | 29% | 36 | 26% | 19 | 18% | 28 | 20% |
| World Hist | 1 | 2% | 1 | 2% | 3 | 5% | 7 | 12% | 16 | 26% | 13 | 22% | 23 | 37% | 22 | 37% | 19 | 31% | 17 | 28% |
| US History | 3 | 3% | 6 | 4% | 7 | 6% | 18 | 11% | 26 | 23% | 30 | 18% | 28 | 24% | 42 | 25% | 51 | 44% | 72 | 43% |
| Gov/Pol US | 5 | 4% | 5 | 5% | 18 | 16% | 22 | 23% | 40 | 36% | 40 | 42% | 16 | 14% | 13 | 14% | 33 | 29% | 16 | 17% |
| Macroeconomics | 7 | 7% | 17 | 17% | 10 | 9% | 15 | 15% | 23 | 22% | 15 | 15% | 36 | 34% | 31 | 32% | 30 | 28% | 20 | 20% |
| Psychology | 7 | 8% | 3 | 3% | 3 | 3% | 8 | 9% | 18 | 20% | 20 | 23% | 29 | 32% | 35 | 40% | 35 | 38% | 22 | 25% |
| Chinese Lang | 1 | 4% | 0 | 0% | 1 | 4% | 0 | 0% | 8 | 33% | 3 | 16% | 3 | 13% | 3 | 16% | 11 | 46% | 13 | 68% |
| French Lang | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 12% | 4 | 17% | 6 | 35% | 9 | 38% | 9 | 53% | 11 | 46% |
| Spanish Lang | 0 | 0% | 1 | 1% | 2 | 3% | 3 | 4% | 8 | 10% | 18 | 26% | 34 | 43% | 21 | 31% | 35 | 44% | 25 | 37% |
| Spanish Lit | 0 | 0% | 1 | 3% | 2 | 6% | 4 | 12% | 15 | 43% | 15 | 45% | 8 | 23% | 12 | 36% | 10 | 29% | 1 | 3% |
| Japanese Lang | 0 | 0% | 4 | 29% | 0 | 0% | 3 | 21% | 1 | 10% | 3 | 21% | 1 | 10% | 0 | 0% | 8 | 80% | 4 | 29% |
| Studio Art: 2D | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 57% | 6 | 40% | 1 | 14% | 7 | 47% | 2 | 29% | 2 | 13% |

Data Source: College Board

TABLE 8b
2 Year Comparison of AP Test Results by Course
2019/20 to 2020/21

| Los Altos High School | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
| Name of Test | Score | | | | | | | | | | | | | | | | | | | |
| | 1 | | 2 | | 3 | | 4 | | 5 | | | | | | | | | | | |
| | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | | 2019-20 | | 2020-21 | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Calculus AB | 4 | 3% | 6 | 5% | 16 | 13% | 20 | 18% | 36 | 30% | 37 | 33% | 44 | 37% | 20 | 18% | 19 | 16% | 28 | 25% |
| Calculus BC | 1 | 1% | 0 | 0% | 5 | 4% | 9 | 9% | 15 | 13% | 8 | 8% | 18 | 16% | 14 | 13% | 73 | 65% | 74 | 70% |
| Statistics | 4 | 5% | 4 | 3% | 7 | 8% | 3 | 3 | 16 | 19% | 27 | 23% | 28 | 34% | 45 | 38% | 29 | 34% | 38 | 32% |
| Biology | 0 | 0% | 0 | 0% | 6 | 6% | 16 | 16% | 33 | 33% | 28 | 28% | 40 | 40% | 45 | 45% | 22 | 22% | 11 | 11% |
| Chemistry | 0 | 0% | 4 | 11% | 7 | 9% | 4 | 11% | 27 | 36% | 12 | 32% | 25 | 33% | 7 | 18% | 16 | 21% | 11 | 29% |
| Physics 1 | 2 | 2% | 9 | 6% | 7 | 6% | 16 | 11% | 33 | 27% | 31 | 21% | 44 | 36% | 60 | 40% | 36 | 30% | 33 | 22% |
| Physics C: Mech | 1 | 2% | 0 | 0% | 0 | 0% | 1 | 2% | 4 | 7% | 3 | 6% | 10 | 17% | 23 | 46% | 44 | 75% | 23 | 46% |
| Physics C: E&M | 3 | 6% | 0 | 0% | 5 | 9% | 9 | 20% | 5 | 9% | 3 | 7% | 9 | 17% | 17 | 38% | 31 | 58% | 16 | 36% |
| Comp Sci A | 1 | 1% | 2 | 2% | 3 | 3% | 2 | 2% | 13 | 12% | 19 | 16% | 28 | 26% | 28 | 24% | 62 | 58% | 65 | 56% |
| Environ Sci | 18 | 15% | 10 | 9% | 22 | 18% | 18 | 16% | 16 | 13% | 25 | 22% | 42 | 35% | 40 | 36% | 22 | 18% | 19 | 17% |
| English Lang | 3 | 2% | 4 | 3% | 7 | 6% | 9 | 7% | 28 | 23% | 18 | 15% | 46 | 37% | 46 | 38% | 40 | 32% | 44 | 36% |
| English Lit | 0 | 5% | 1 | 3% | 5 | 9% | 6 | 17% | 17 | 31% | 7 | 20% | 15 | 28% | 10 | 29% | 17 | 31% | 11 | 31% |
| European Hist | 1 | 1% | 3 | 3% | 5 | 4% | 8 | 8% | 22 | 18% | 29 | 29% | 42 | 34% | 31 | 31% | 53 | 43% | 30 | 30% |
| Human Geography | 44 | 17% | 36 | 14% | 14 | 5% | 16 | 6% | 44 | 17% | 42 | 17% | 88 | 34% | 70 | 28% | 72 | 27% | 87 | 35% |
| US History | 6 | 4% | 9 | 6% | 10 | 7% | 21 | 15% | 35 | 23% | 36 | 26% | 42 | 28% | 40 | 28% | 56 | 38% | 35 | 25% |
| Gov/Pol US | 2 | 2% | 5 | 4% | 12 | 11% | 24 | 18% | 24 | 22% | 47 | 34% | 30 | 28% | 22 | 16% | 39 | 36% | 39 | 28% |
| Microeconomics | 7 | 5% | 28 | 17% | 19 | 14% | 27 | 16% | 23 | 17% | 38 | 23% | 53 | 38% | 57 | 34% | 36 | 26% | 17 | 10% |
| Psychology | 5 | 5% | 24 | 24% | 2 | 2% | 14 | 14% | 15 | 16% | 13 | 13% | 20 | 22% | 30 | 29% | 50 | 54% | 21 | 21% |
| Chinese Lang | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 3% | 0 | 0% | 3 | 8% | 7 | 20% | 6 | 17% | 28 | 80% | 26 | 72% |
| French Lang | 0 | 0% | 0 | 0% | 2 | 6% | 4 | 15% | 4 | 12% | 9 | 33% | 13 | 39% | 7 | 26% | 14 | 42% | 7 | 26% |
| Spanish Lang | 0 | 0% | 0 | 0% | 1 | 1% | 8 | 7% | 23 | 21% | 26 | 23% | 49 | 44% | 48 | 42% | 38 | 34% | 32 | 28% |
| Latin Verg | 2 | 15% | 0 | 0% | 1 | 8% | 3 | 60% | 4 | 31% | 1 | 20% | 5 | 38% | 0 | 0% | 1 | 8% | 1 | 20% |
| Studio Art: 2D | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 4% | 12 | 52% | 13 | 54% | 11 | 48% | 10 | 42% |

Data Source: College Board

Table 9
5 Year Comparison of AP Scholar Report
2016-17 – 2020/21

| MVLA District | | | | | |
|----------------|------|------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 | 2021 |
| Total Scholars | 677 | 737 | 811 | 883 | 880 |

| Mountain View High School | | | | | | | | | | |
|-----------------------------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|---------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | 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 |
| AP Scholar | 90 | 3.48 | 106 | 3.52 | 120 | 3.40 | 134 | 3.53 | 138 | 3.51 |
| AP Scholar with Honors | 81 | 3.83 | 66 | 4.07 | 76 | 3.88 | 77 | 3.83 | 89 | 3.84 |
| AP Scholar with Distinction | 160 | 4.25 | 184 | 4.29 | 184 | 4.34 | 199 | 4.28 | 183 | 4.29 |
| National AP Scholar | 36 | 4.58 | 41 | 4.61 | 48 | 4.61 | 48 | 4.57 | N/A* | |

| Los Altos High School | | | | | | | | | | |
|-----------------------------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|---------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | 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 |
| AP Scholar | 98 | 3.46 | 110 | 3.48 | 127 | 3.59 | 124 | 3.75 | 128 | 3.41 |
| AP Scholar with Honors | 78 | 3.90 | 76 | 3.93 | 99 | 4.05 | 98 | 3.89 | 98 | 3.86 |
| AP Scholar with Distinction | 170 | 4.32 | 193 | 4.43 | 204 | 4.41 | 249 | 4.37 | 244 | 4.31 |
| National AP Scholar | 38 | 4.63 | 56 | 4.67 | 54 | 4.59 | 53 | 4.61 | 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 | 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. |
| *Discontinued in 2021 | |

Data Source: College Board Scholar Summary

TABLE 10
AP Equity and Excellence
2020/21

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 24, 2021

Report Ran: October 15, 2021

| Mountain View High School | | |
|---------------------------|------------|---|
| Group | Percentage | How is this calculated? |
| Graduating Class Summary | 62.0% | 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. |
| 12 th Grade | 32.4% | |
| 11 th Grade | 47.9% | |
| 10 th Grade | 47.2% | |

Data Updated: September 24, 2021

Report Ran: October 15, 2021

| Los Altos High School | | |
|--------------------------|------------|---|
| Group | Percentage | How is this calculated? |
| Graduating Class Summary | 71.2% | 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. |
| 12 th Grade | 43.2% | |
| 11 th Grade | 50.1% | |
| 10 th Grade | 55.5% | |

Data Source: College Board Equity & Excellence

Mountain View Los Altos School District CCEIS

**Comprehensive Coordinated Early
Intervening Services (CCEIS)**

**Significant
Disproportionality**



Why we're here and where we are in the process:

MVLA is Identified as Significantly Disproportionate with LatinX students in Special Education.

IMPORTANT

While this plan discusses Special Education , it is a GENERAL EDUCATION intervention plan.

▷ The focus is on early intervention services: pre-referral and addressing the ROOT Causes



CCEIS Process Designed to Reducing Students Referred to SPED





Stakeholder Input & Involvement in CCEIS

Leadership Team

Oversees Program Improvement Process

Core Implementation Team

Worker Bees

- Gather and Analyze Data
- Share Findings and Advise Leadership Team
- Identify Root Causes
- Recommend Strategies and Measurable Outcomes
- Identify Target Group of students to be monitored for 27 months (51:49)
- Oversee Implementation of Action Plan and Measure Outcomes
- Prepare Quarterly Progress Reports for CDE for 2.5 Years

Stakeholder Groups

Heterogeneous Groups made of Parents, Community Members & Staff

- Review Data
- Provide Input
- Support the District during the 27 Month Implementation Phase
- Confirm that Progress is made and Objectives are Accomplished

Focus Groups - Multiple Teams

Homogeneous Groups of Teachers, Para Professionals, Administrators, Parents, Psychologists, and more

- Provide Input
- Comment on current conditions
- Engage in review of Data & Exploration of Root Causes

Technical Assistant Facilitators

Dr. Mildred Browne
Gary McHenry
Suwinder Cooper

Definition of Terms

- ▶ **Disproportionate** = Students from a particular racial or ethnic group identified at a greater rate than all other racial/ethnic groups
- ▶ **Significantly Disproportionate** = Disproportionate for three consecutive years
- ▶ **Significantly Disproportionate Requires Program Improvement**



Quantitative Data Review

CCEIS 2021

Comparison of Latinx, Asians and White Students

In the slides to follow is a comparison of three different student groups, Latin X, Asians and White students.

Student Data

| 504 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------|----------------|----------------|----------------|----------------|
| LatinX | 15.0% | 17.1% | 14.5.0% | 14.7% |
| White | 62.7% | 57.6% | 58.7% | 60.0% |
| Asian | 18.3% | 21.4% | 22.4% | 22.4% |

| a-g | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------|----------------|----------------|----------------|----------------|
| LatinX | 51.5% | 48.7% | 49.7% | 56.4% |
| White | 83.0% | 82.3% | 74.3% | 89.7% |
| Asian | 91.1% | 91% | 88.9% | 94.5% |

Student Data

| AVHS | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------|----------------|----------------|----------------|----------------|
| LatinX | 72% | 68.0% | 73.0% | 85.0% |
| White | 20% | 17.0% | 18.0% | 6.0% |
| Asian | 4.0% | 7% | 5.0% | 3.0% |

| SLD | 2017-18 | 2018-19 | 2019-20 | 2021-22 |
|---------------|----------------|----------------|----------------|----------------|
| LatinX | 72.0% | 66.2% | 54.5% | 65% |
| White | 28.0% | 28.3% | 21.9% | 26% |
| Asian | NA | 6% | 2% | 4% |

Special Education Referrals

In 2020-21, there were 76 students referred to special education at LAHS. 29 were Latin X, 12 were Asian, 30 were White.

- **38 students were assessed. 22 qualified for special education. Of those 8 were Latin X, 5 were Asian and 9 were White**
- **2 students qualified for the disability category of SLD. 1 was Latin X and 1 was White**

In 2020-21, there were 35 referrals to special education at MVHS. 9 were Latin X, 11 were Asian and 15 were White.

- **15 students were assessed. 10 students qualified for special education. Of those, 3 were Latin X, 6 were Asian and 1 was White.**
- **3 students qualified for SLD. 1 was Latin X and 2 were Asian.**

Students Entering the District with an I.E.P

In 2020-21

- **47 freshmen entered the district with an I.E.P. at LAHS. 22 were Latin X. 22 students qualified for the disability category of Specific Learning Disability. 13 Latin X students qualified for SLD.**

In 2020-21

- **51 freshmen entered MVHS with an I.E.P.. 18 were Latin X. 23 students qualified for the disability category of Specific Learning Disability. 12 Latin X students qualified for SLD**

English Language Learners with an I.E.P.

In 2020-21, there were 241 English Language Learners.

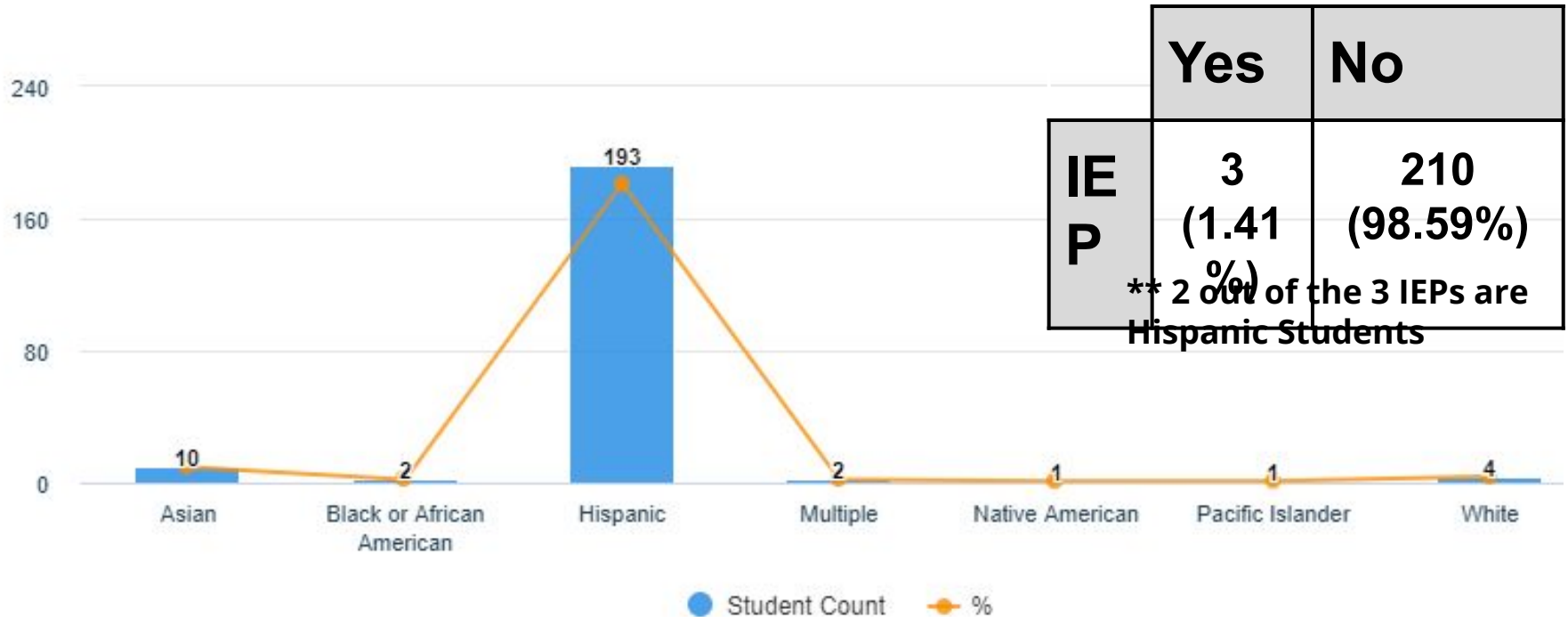
- **169 were at MVHS**
- **65 were at LAHS and**
- **7 were at Alta Vista.**

66 English Language Learners had an I.E.P.

- **37 were at MVHS**
- **20 were at LAHS and**
- **1 was at Alta Vista**

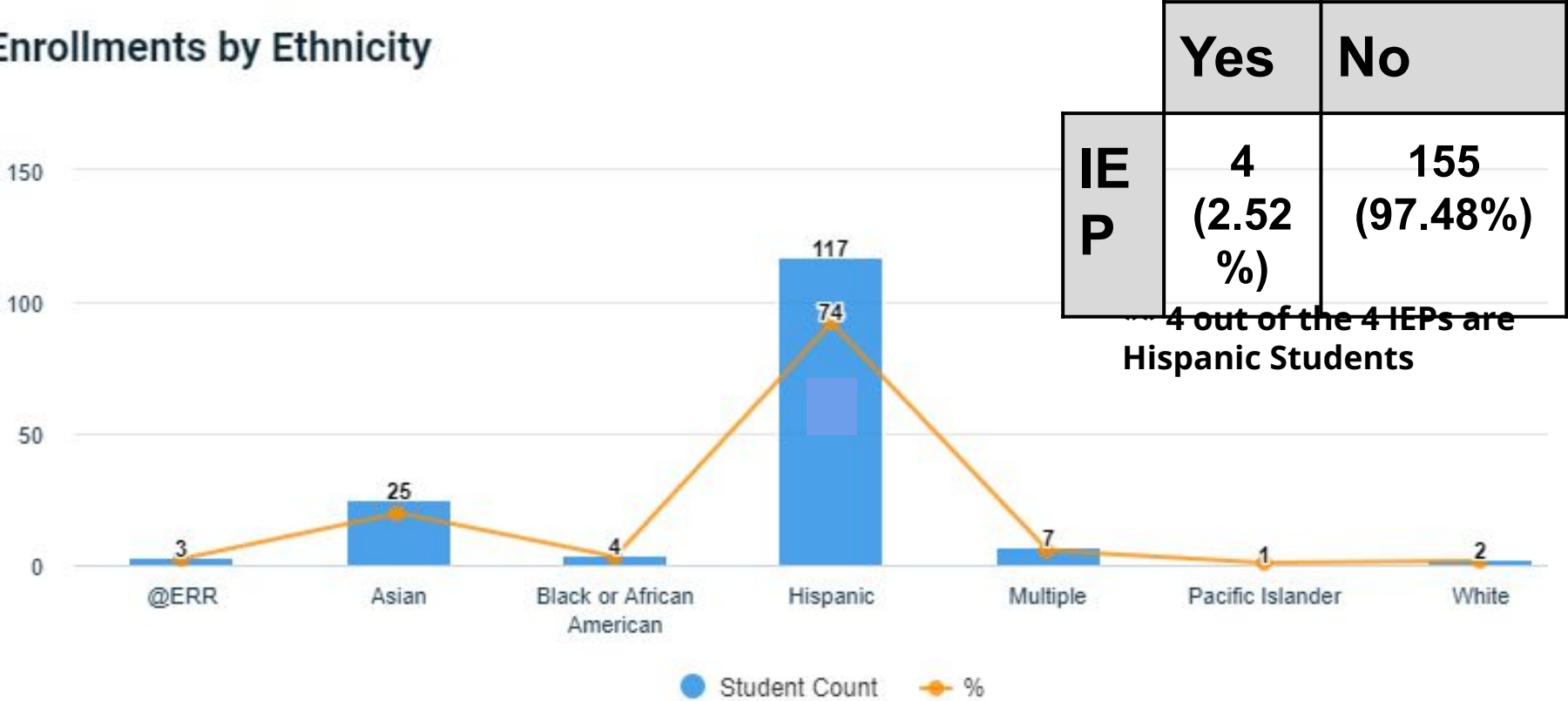
2021-22 LAHS AVID (213 students)

Enrollments by Ethnicity



2021-22 MVHS AVID (159 students)

Enrollments by Ethnicity



Ethnicity: Data Tables

LAHS AVID

| ETHNICITY | STUDENT COUNT | % |
|----------------------------------|---------------|---------------|
| <u>Asian</u> | <u>10</u> | <u>4.69%</u> |
| <u>Black or African American</u> | <u>2</u> | <u>0.94%</u> |
| <u>Hispanic</u> | <u>193</u> | <u>90.61%</u> |
| <u>Multiple</u> | <u>2</u> | <u>0.94%</u> |
| <u>Native American</u> | <u>1</u> | <u>0.47%</u> |
| <u>Pacific Islander</u> | <u>1</u> | <u>0.47%</u> |
| <u>White</u> | <u>4</u> | <u>1.88%</u> |

MVHS AVID

| ETHNICITY | STUDENT COUNT | % |
|----------------------------------|---------------|---------------|
| <u>@ERR</u> | <u>3</u> | <u>1.89%</u> |
| <u>Asian</u> | <u>25</u> | <u>15.72%</u> |
| <u>Black or African American</u> | <u>4</u> | <u>2.52%</u> |
| <u>Hispanic</u> | <u>117</u> | <u>73.58%</u> |
| <u>Multiple</u> | <u>7</u> | <u>4.40%</u> |
| <u>Pacific Islander</u> | <u>1</u> | <u>0.63%</u> |
| <u>White</u> | <u>2</u> | <u>1.26%</u> |

Ethnicity not specified

What Does the Data Show

LatinX students continue to be disproportionately assigned to special education. Even though the numbers and percentages have dropped from 70% to 55%., Disproportionality in assignment to SLD continues to exist.

LatinX students are likely to be assigned to special education if they are struggling while White students opt for a Section 504 plan.

If LatinX students need an alternative they are very likely to be assigned to Alta Vista as opposed to Middle College or College Now. Over 60 % of the enrollment at Alta Vista are LatinX students.

What Does the Data Show

There continues to be a large achievement gap between LatinX students and their Asian and White colleagues. Over 80% of Asian and White students meet the A-G requirements for the University of California compared to 56% of LatinX graduates.

LatinX students continue to require greater academic and emotional support to be successful academically

Since a sizable number of students enter the district with an I.E.P., articulation with the Elementary District continues to be a priority. A joint plan of action to address significant disproportionality would help.

Qualitative Data

Focus Groups

Qualitative Data

PHASE TWO:

SELF PROGRAMMATIC
IMPROVEMENT PROCESS

Understand the journey of the students from the lens and perspective of the various role groups in the district.

Understand the why?

What is the data saying about the system?

What does it mean?

Focus Groups

Self Assessment

*Annotated Checklist for Addressing
Racial Disproportionality in Special
Education (Wisconsin)*

By Dr. Dan Losen

*“Disproportionality has no
one cause but is rather the
product of a confluence of
contributing factors”*

2020 CCEIS Focus Groups

School Psychologists
Latinx Parents (Group 1)
Latinx Parents (Group 2)
Therapists
Students (Group 1)
Students (Group 2)
Special Education Teachers
Academic Counselors
Skills Teachers
General Ed Teachers

Focus Groups

Los Altos High School

Parent Focus Group - September 20, 2021

Student Focus Group - September 21, 2021

Student Focus Group - October 8, 2021

Mountain View High School

Parent Focus Group - October 14, 2021

Student Focus Group - October 19, 2021

NOW WHAT?

Focused Lens

Big Picture

Identifying the Root Causes of Disproportionality

New York University
Technical Assistance Center on
Disproportionality

METROPOLITAN CENTER FOR RESEARCH ON EQUITY
AND THE TRANSFORMATION OF SCHOOLS

Contributing Factors

- **Discipline Policies & Practices**
- **Interventions and Referrals**
- **Instruction and Assessment**
- **Access to Educational Opportunity**
- **Cultural Dissonance**
- **Teacher Bias, Expectations and Misconceptions**
- **Family and Community**
- **Sociodemographics**

Patterns and Themes

Hispanic Students
Specific Learning Disability

Cultural Dissonance & Implicit Bias

“ A lot of Hispanic parents feel embarrassed because they know they are put at the end of the list. The Asian and the White communities get first priority.”

Cultural Dissonance & Implicit Bias

“Social media has a big influence and things go around the school like this freshman video about “F.. Mexicans” Front staff made a statement but it is false activism - nothing is done around campus.” Student

Student Experience

“Teachers lack relationship with the Hispanic kids and lack pushing them.”

Student

Student Experience

“No, I don’t feel I can trust the adults. You can’t trust someone when they don’t take the time to build the relationships. They focus on the material, on the curriculum. We need engagement. They don’t try to engage the student. Make it fun to learn with activities that make it easier to understand and comprehend the material.”

Student Voices

“I don’t know the word to say... it is kind of great being, here but hard work.”

“Learning a different language is the hard. It is the hardest part. Latin countries have a different system of learning. Moving here, it was hard to learn a new system.”

“I feel I need to get good grades. It would be unfair to my parents, if I didn’t do the only thing I need to do, which is to get a good education. I need to get good grades. My grades are good except in chemistry.”

“There is the pressure to have good grades both from the parents and from the teachers.”

Student Experience

“It is intimidating, to ask the teachers for help.”

“There are too many students at this school and not enough teachers.”

I can't really reach out to the teachers when I have questions because too many other kids are asking questions and the teachers are busy answering them.”

Student Teacher Relationship

“I have never been motivated by a teacher. “I know you can do a level up! That kind of encouragement.”

“Teachers do not give students enough encouragement. The lenient grades causes some students to be lazy.”

“
The students I do see the teachers pushing are the White kids.”

“Instead of offering to help, teachers wait to be asked for help. They don't say, “Do you need help, let me show you.”

Student Teacher Relationship

Where to go to get help? Going to a White teacher to ask for help is intimidating. A lot of it is about race. Intimidation of White people. “ I feel... stupid because I am brown.” We learned this growing up. Watching how we are treated. It has affected me. They always dominate, so I retreat and protect myself.

“It feels like these people think badly of us. For us to not succeed. It begins in the classroom. The teacher says, “pair up” A white kid is not going to pick you, a brown kid. It starts in the class, where you feel belittled. It is about the way you are taught. Inclusive but intimidating.”

Student Teacher Relationship

“Some of the teachers move too fast. They move to the next assignment quickly.”

“If I got an F, I feel ashamed and embarrassed in front of my class when they are all getting an A and I am getting an F.”

Student

“There are a lot of issues. Kids loosing academically. Kids are sad, they don't talk too much. We hear of girls crying at school. The school is the kids second home.”

Parent

Student Teacher Relationship

“There are a lot of issues with the teachers. This one teacher told this girl she was stupid. I don’t know if teachers have the right to call a student stupid. What the teacher didn’t know, was this girls works and she couldn’t finish her project on time. She tried to change her class but could not – instead she lost her will to do the work. Our kids get insecure, when something like that happens. They don’t want the teachers to hold that against them. Teachers need to be more understanding and have to be trained to pay attention to the Hispanic youth.” *Parents*

Discipline

*“Punishments are
harder on the people
of color.”*

Student

Discipline

“I forget to cover my nose with my mask when I get to class and I get asked to step out of class, get sent out of class for not having my nose covered. I have to wait out there for 10 minutes and I miss what he is saying.”

“We experience racism from the office staff and some teachers. We get dress coded more often than the White students.”

“There is a Neo-Nazi on the student council who has made anti-semitic comments to my Jewish friend saying, “The holocaust should have taken her out.” He hasn’t been punished and he is allowed to stay on student council.”

Student Experience

Challenge faced by the students include:

- *Navigating social capital, how school works and how school functions;*
- *Understanding the difference between ELD 1 and 2;*
- *A-G and what it will take to get to college versus a four year university;*
- *Understanding the implications and importance of state assessments;*
- *Hard to navigate Social Emotional Learning*

Teacher

Lack of Meaningful Engagement and Partnership with Hispanic/Latinx Families

*“We are always working, just because
we don’t attend a school meeting,
doesn’t mean we do not care.”*

Parent

Parents

“More kids are in special education because they can’t get a lot of support from their parents. They don’t know how to help their kids. The school assesses and decides what students need more help.”

Student

Parents

“Parents they work so hard. They expect us to be independent.”

“Parents don’t understand what goes on in school.”

“My parents do not know how to support me.”

“Parents are super busy and they can’t always focus their attention on us.”

“We could use more support from our parents. They don’t say good job, I see you are working hard. But instead they say. “Why isn’t it an A, when I get 80%”

Students

Parent Voice

“The school needs to make more of an effort to help the Hispanic community. I feel like they need to put in more effort at Los Altos High School. Our kids have low grades and are struggling. There are not a lot of resources for the Hispanic kids. That’s the reason why the kids are being identified with SLD.”

“It is rare to see a Hispanic kid getting help. They don’t care. They need more Hispanic staff. If only there was enough staff for them to make a difference, someone to listen to them. Also it could be our kids don’t want to go get help from the White teachers.”

Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

“High school is made for White people and we have to defend ourselves. White kids have more resources available to them.”

Student

Lack of a Multi-Tiered System of Support for Hispanic/Latinx Students

“The Latino Parents Outreach group, we opened our ears and we listened to the needs of our kids. Our kids are struggling at the middle school and they are struggling at the high school. They need someone to help them improve their grades.”

“Our students shared, once they enter ninth grade, there is no one there to guide them. How to navigate the school to college pathway. There is nobody to give them the support when they are struggling, especially when they are jumping from middle to high school. Where to go. Who to talk to. What classes to take. When to apply for college. Nobody.”

Parents

Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

“Our kids are referred to special education in middle school. They need to do a follow up when they enter high school. This is not being done and they are not being re-assessed.”

“Every kid needs to be treated individually. The kids need help.”

“The STAR test results come in the summer. Why is there a disparity between the White and the Hispanics when they are in the same class? What is going on in the class. I am not happy with the answers they give me.”

Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

“There is not enough talk about the Tutorial Center, the school does not give information out to the students on how to access the Tutorial Center, how to make an appointment. The information on the Tutorial Center is not given by the teachers or the administration. You don’t hear the announcements on the messages. There are only four Hispanic tutors. I never felt comfortable asking a White person for help so that is why I became a peer tutor.”

Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

“There are kids who have not heard of AVID. Every Hispanic student should know about AVID.”

“The AVID teacher has helped. If it is not for AVID a lot of us would be sinking, sinking. Hispanic kids need a guide to help them organize their life.”

Student

“The tutorial at the library is they have very few Hispanic tutors to help our kids with their assignments.”

“Of course I am concerned about his graduation. Students are not focused on what they need to graduate and nobody is saying anything to our kids. He is a good kid and I worry about him. I want him to go to college.”

Parents

Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

We are supposed to have a yearly meeting with our counselor but it never happens. The counselors have a lot of cases.

Counselors are not accessible. They could be more clear, what is a requirement and give more resources.

My counselor goes off on a tangent. He doesn't help me. He never talks about college and what I need. He says, go to your case manager.”

What would help:

Could use more support in Math 2,

More one on one time with teachers.

We could use more electives and more hands on classes.

Students

Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

“This school is not great at prioritizing mental health. The priority is on academic achievement, grades and scores.”

“The counselors, all they care about are grades. I wasn’t listened to and I felt like I was talking to a brick wall. So I never went back.”

“I have to do everything on my own. There is no one there to help me. I can’t really go to anyone. The therapy at school made it worse.”

“No one ever says, “how are you doing?” There really is no place to go to that is comfortable. Mental health is important and we need skills to handle life.”

“I was being bullied. I don’t feel safe. The school didn’t help at all.”

“When I have personal problems, I will ask my friends to help me.”

Lack of Targeted Academic and Behavioral Interventions for Hispanic/Latinx Students

My son is in special education and so I need to stay on top of that. When we go to meeting they say, talk to your counselor. The communication does not work.

I have been emailing my son's counselor for the last two years and he has not responded to my emails. He is my son's counselor and he should be there and I haven't been able to talk to him. Besides him, I don't know who else to go to.

“He is lacking the support. The push the counselor should be giving him.”

“My daughter went to her counselor and instead of encouraging her, the counselor was discouraging her by not listening to what she was requesting.”

Lack of a Multi-Tiered System of Support for Hispanic/Latinx Students

“There are a lot of issues. Kids loosing academically. Kids are sad, they don’t talk too much. We hear of girls crying at school. The school is the kids second home.”

Lack of a Multi-Tiered System of Support for Hispanic/Latinx Students

“So we wrote a letter to the school board. We sent a letter to the board in the spring expressing our concerns around the lack of high academic standard for our kids. The Latino Parents Outreach group requested a meeting with the school board. We have still not received a response to our letter. They have not listened to the needs of our kids we wrote in the letter.”

“The parents we are hoping the district will inform us and respond to our letter. In our letter we outlined what we would like to see changed. I am worried, we want to feel the support. We have not heard back from the board since the spring.”

“The Latino parents want to have ongoing conversations as a group and not just this one meeting.”

2020 CCEIS Root Causes

Root Cause #1:

Lack of success in narrowing the achievement gap for approximately 15% of 9th graders entering the LEA with lower academic preparation than the rest of the 85% of their peers, due to **insufficient, and appropriately targeted interventions** to support their academic and behavioral development, so they may find success in the mainstream and are able to compete with their peers.

2020 CCEIS Root Causes

Root Cause #2:

Lack of consistency in practice and application of the district's Multi-Tiered System of Support and early access to this system for students who enter high school with a need for intensive support either in the area of academics or behavior, or both.

2020 CCEIS Root Causes

Root Cause #3:

Cultural Dissonance and Implicit Bias is one of several contributing factors to the lack of progress we are making in creating equitable educational experiences and outcomes for LatinX students, which then leads to the overidentification of Latinx students for Special Education.

2021 CCEIS Root Causes

Root Cause #1:

Lack of success in narrowing the achievement gap for approximately 15% of 9th graders entering the LEA with lower academic preparation than the rest of the 85% of their peers, due to **insufficient, and appropriately targeted interventions** to support their academic and behavioral development, so they may find success in the mainstream and are able to compete with their peers.

Root Cause #2:

Cultural Dissonance and Implicit Bias is one of several contributing factors to the lack of progress we are making in creating equitable educational experiences and outcomes for LatinX students, which then leads to the overidentification of Latinx students for Special Education.

Root Cause #3:

Lack of engagement and relationships with Hispanic/Latinx students and families and our partner districts

Thank you!

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

National Equity Project

The time is always right to do what is right.

- Martin Luther King Jr.

Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?

Cesar Chavez

| 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
|--------------------|------------|-------------|-------------|--------------------|------------|-------------|-------------|--------------------|------------|-------------|-------------|
| PGM: 101 | Yes | No | Grand Total | PGM: 101 | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total |
| MVHS | 177 | 1680 | 1857 | MVHS | 197 | 1717 | 1914 | MVHS | 217 | 1803 | 2020 |
| LAHS | 156 | 1855 | 2011 | LAHS | 181 | 1949 | 2130 | LAHS | 211 | 1943 | 2154 |
| AVHS | 2 | 82 | 84 | AVHS | 6 | 70 | 76 | AVHS | 4 | 67 | 71 |
| MVLA | 335 | 3617 | 3952 | MVLA | 384 | 3736 | 4120 | MVLA | 432 | 3813 | 4245 |
| | | | | | | | | | | | |
| <u>MVHS</u> | | | | <u>MVHS</u> | | | | <u>MVHS</u> | | | |
| PGM: 101 | Yes | No | Grand Total | PGM: 101 | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total |
| African American | 1 | 44 | 45 | African American | 4 | 29 | 33 | African American | 4 | 38 | 42 |
| Asian | 33 | 453 | 486 | Asian | 39 | 485 | 524 | Asian | 43 | 510 | 553 |
| Caucasian | 109 | 717 | 826 | Caucasian | 118 | 724 | 842 | Caucasian | 131 | 731 | 862 |
| Filipino | 4 | 60 | 64 | Filipino | 5 | 62 | 67 | Filipino | 1 | 59 | 60 |
| Hispanic | 28 | 383 | 411 | Hispanic | 30 | 402 | 432 | Hispanic | 37 | 442 | 479 |
| Other | 2 | 23 | 25 | Other | 1 | 15 | 16 | Other | 1 | 23 | 24 |
| Grand Total | 177 | 1680 | 1857 | Grand Total | 197 | 1717 | 1914 | Grand Total | 217 | 1803 | 2020 |
| | | | | | | | | | | | |
| <u>LAHS</u> | | | | <u>LAHS</u> | | | | <u>LAHS</u> | | | |
| PGM: 101 | Yes | No | Grand Total | PGM: 101 | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total |
| African American | 2 | 31 | 33 | African American | 3 | 27 | 30 | African American | 2 | 20 | 22 |
| Asian | 31 | 504 | 535 | Asian | 44 | 579 | 623 | Asian | 60 | 606 | 666 |
| Caucasian | 95 | 736 | 831 | Caucasian | 102 | 765 | 867 | Caucasian | 120 | 738 | 858 |
| Filipino | 3 | 39 | 42 | Filipino | 2 | 38 | 40 | Filipino | 2 | 27 | 29 |
| Hispanic | 24 | 534 | 558 | Hispanic | 28 | 528 | 556 | Hispanic | 23 | 536 | 559 |
| Other | 1 | 11 | 12 | Other | 2 | 12 | 14 | Other | 4 | 16 | 20 |
| Grand Total | 156 | 1855 | 2011 | Grand Total | 181 | 1949 | 2130 | Grand Total | 211 | 1943 | 2154 |

| 2019-20 | | | | 2020-21 | | | | 2021-22 | | | |
|--------------------|------------|-------------|-------------|--------------------|------------|-------------|-------------|--------------------|------------|-------------|-------------|
| FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total |
| MVHS | 215 | 1941 | 2156 | MVHS | 207 | 2048 | 2255 | MVHS | 183 | 2234 | 2417 |
| LAHS | 222 | 1959 | 2181 | LAHS | 226 | 1981 | 2207 | LAHS | 184 | 2002 | 2186 |
| AVHS | 6 | 68 | 74 | AVHS | 9 | 68 | 77 | AVHS | 5 | 74 | 79 |
| MVLA | 443 | 3968 | 4411 | MVLA | 442 | 4097 | 4539 | Foothill/Middle C | 16 | 72 | 88 |
| | | | | | | | | MVLA | 388 | 4382 | 4770 |
| | | | | | | | | | | | |
| <u>MVHS</u> | | | | <u>MVHS</u> | | | | <u>MVHS</u> | | | |
| FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total |
| African American | 6 | 40 | 46 | African American | 5 | 41 | 46 | African American | 4 | 53 | 57 |
| Asian | 42 | 591 | 633 | Asian | 36 | 627 | 663 | Asian | 43 | 664 | 707 |
| Caucasian | 129 | 759 | 888 | Caucasian | 130 | 825 | 955 | Caucasian | 102 | 886 | 988 |
| Filipino | 4 | 60 | 64 | Filipino | 3 | 63 | 66 | Filipino | 3 | 62 | 65 |
| Hispanic | 32 | 463 | 495 | Hispanic | 30 | 461 | 491 | Hispanic | 28 | 544 | 572 |
| Other | 2 | 28 | 30 | Other | 3 | 31 | 34 | Other | 3 | 25 | 28 |
| Grand Total | 215 | 1941 | 2156 | Grand Total | 207 | 2048 | 2255 | Grand Total | 183 | 2234 | 2417 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| <u>LAHS</u> | | | | <u>LAHS</u> | | | | <u>LAHS</u> | | | |
| FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total |
| African American | 2 | 26 | 28 | African American | 1 | 30 | 31 | African American | | 30 | 30 |
| Asian | 57 | 646 | 703 | Asian | 54 | 659 | 713 | Asian | 42 | 652 | 694 |
| Caucasian | 130 | 688 | 818 | Caucasian | 137 | 674 | 811 | Caucasian | 110 | 686 | 796 |
| Filipino | 3 | 31 | 34 | Filipino | 1 | 25 | 26 | Filipino | 2 | 26 | 28 |
| Hispanic | 27 | 549 | 576 | Hispanic | 31 | 579 | 610 | Hispanic | 30 | 598 | 628 |
| Other | 3 | 19 | 22 | Other | 2 | 14 | 16 | Other | 0 | 10 | 2176 |
| Grand Total | 222 | 1959 | 2181 | Grand Total | 226 | 1981 | 2207 | Grand Total | 184 | 2002 | 2186 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

| AVHS | | | | AVHS | | | | | | | |
|--------------------|------------|-------------|--------------------|--------------------|------------|-------------|--------------------|--------------------------------|------------|-------------|--------------------|
| FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total | AVHS | Yes | No | Grand Total |
| African American | 1 | 1 | 2 | African American | 1 | 1 | 2 | African American | 1 | 1 | 2 |
| Asian | 1 | 3 | 4 | Asian | 2 | 3 | 5 | Asian | 0 | 2 | 2 |
| Caucasian | 1 | 12 | 13 | Caucasian | 2 | 11 | 13 | Caucasian | 1 | 5 | 6 |
| Filipino | | 1 | 1 | Hispanic | 4 | 52 | 56 | Hispanic | 3 | 65 | 68 |
| Hispanic | 3 | 49 | 52 | Other | | 1 | 1 | Other | | 1 | 1 |
| Other | | 2 | 2 | Grand Total | 9 | 68 | 77 | Grand Total | 5 | 74 | 79 |
| Grand Total | 6 | 68 | 74 | | | | | | | | |
| MVLA | | | | MVLA | | | | Foothill/Middle College | | | |
| FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total | FOF.ED | Yes | No | Grand Total |
| African American | 9 | 67 | 76 | African American | 7 | 72 | 79 | African American | 4 | 16 | 20 |
| Asian | 100 | 1240 | 1340 | Asian | 92 | 1289 | 1381 | Asian | 5 | 27 | 32 |
| Caucasian | 260 | 1459 | 1719 | Caucasian | 269 | 1510 | 1779 | Caucasian | 1 | 8 | 9 |
| Filipino | 7 | 92 | 99 | Filipino | 4 | 88 | 92 | Hispanic | 6 | 21 | 27 |
| Hispanic | 62 | 1061 | 1123 | Hispanic | 65 | 1092 | 1157 | Grand Total | 16 | 72 | 88 |
| Other | 5 | 49 | 54 | Other | 5 | 46 | 51 | | | | |
| Grand Total | 443 | 3968 | 4411 | Grand Total | 442 | 4097 | 4539 | | | | |
| | | | | | | | | MVLA | | | |
| | | | | | | | | FOF.ED | Yes | No | Grand Total |
| | | | | | | | | African American | 5 | 84 | 89 |
| | | | | | | | | Asian | 89 | 1334 | 1423 |
| | | | | | | | | Caucasian | 218 | 1604 | 1822 |
| | | | | | | | | Filipino | 5 | 88 | 93 |
| | | | | | | | | Hispanic | 62 | 1215 | 1277 |
| | | | | | | | | Other | 9 | 57 | 66 |
| | | | | | | | | Grand Total | 388 | 4382 | 4770 |

AVHS - Disaggregation of Annual Enrollment 2015/16 - 2021/22

| 2021/22 | Total Distr. Enrlmt. | Caucasian | Asian | LatinX | AA | Other | EL | IFEP | RFEP | SPED | Lat/SPED |
|---------|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|
| | | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | |
| | 4524 | 37% | 32% | 25.99% | 1.24% | 10% | 6% | 11% | 26% | 8% | |
| | AVHS | | | | | | | | | | |
| # | 62 | 4 | 2 | 53 | 2 | 1 | 4 | 0 | 45 | 5 | 5 |
| % | | 6% | 3% | 85% | 3% | 2% | 6% | 0% | 73% | 8% | 8% |
| | | | | | | | | | | | |
| 2020/21 | Total Dist. Enrlmt. | Caucasian | Asian | LatinX | AA | Other | EL | IFEP | RFEP | SPED | Lat/SPED |
| | | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | |
| | 4621 | 39% | 30% | 25% | 2% | 4% | 5% | 11% | 26% | 8% | |
| | AVHS | | | | | | | | | | |
| # | 78 | 14 | 4 | 57 | 2 | 1 | 7 | 1 | 49 | 8 | 6/8 |
| % | | 18% | 5% | 73% | 3% | 1% | 9% | 1% | 63% | 10% | 75% |
| | | | | | | | | | | | |
| 2019/20 | Total Distr. Enrlmt. | Caucasian | Asian | LatinX | AA | Other | EL | IFEP | RFEP | SPED | Lat/SPED |
| | | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | |
| | 4513 | 39% | 30% | 26% | 2% | 4% | 5% | 12% | 27% | 9% | |
| | AVHS | | | | | | | | | | |
| # | 74 | 13 | 4 | 52 | 2 | 3 | 11 | 1 | 39 | 14 | 11/14 |
| % | | 18% | 5% | 79% | 3% | 4% | 15% | 1% | 53% | 19% | 79% |
| | | | | | | | | | | | |
| 2018/19 | Total Dist. Enrlmt. | Caucasian | Asian | LatinX | AA | Other | EL | IFEP | RFEP | SPED | Lat/SPED |
| | | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | |
| | | 40% | 28% | 26% | 2% | 4% | 5% | 11% | 27% | 9% | |
| | AVHS | | | | | | | | | | |
| # | 71 | 12 | 5 | 48 | 3 | 2 | 13 | 4 | 30 | 13 | 12/15 |
| % | | 17% | 7% | 68% | 4% | 3% | 18% | 6% | 42% | 18% | 80% |
| | | | | | | | | | | | |

| 2017/18 | Total Distr. Enrlmt. | Caucasian | Asian | LatinX | AA | Other | EL | IFEP | RFEP | SPED | Lat/SPED |
|---------|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|
| | | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | |
| | | 41% | 27% | 27% | 2% | 4% | 6% | 11% | 26% | 10% | |
| | AVHS | | | | | | | | | | |
| # | 74 | 15 | 3 | 53 | 2 | 3 | 14 | 1 | 29 | 19 | 16/19 |
| % | | 20% | 4% | 72% | 3% | 4% | 19% | 1% | 39% | 26% | 84% |
| | | | | | | | | | | | |
| 2016/17 | Total Distr. Enrlmt. | Caucasian | Asian | LatinX | AA | Other | EL | IFEP | RFEP | SPED | Lat/SPED |
| | | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | |
| | | 41% | 26% | 27% | 2% | 4% | 7% | 10% | 27% | 11% | |
| | AVHS | | | | | | | | | | |
| # | 84 | 18 | 4 | 54 | 3 | 3 | 24 | 2 | 23 | 17 | 11/17 |
| % | | 21% | 5% | 64% | 4% | 4% | 26% | 2% | 27% | 29% | 65% |
| | | | | | | | | | | | |
| 2015/16 | Total Distr. Enrlmt. | Caucasian | Asian | LatinX | AA | Other | EL | IFEP | RFEP | SPED | Lat/SPED |
| | | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | % Dist. Enr. | |
| | | 45% | 24% | 26% | 2% | 4% | 7% | 10% | 23% | 11% | |
| | AVHS | | | | | | | | | | |
| # | 65 | 12 | 3 | 41 | 2 | 4 | 19 | 0 | 20 | 15 | 10/15 |
| % | | 18% | 5% | 63% | 3% | 6% | 29% | 0% | 31% | 23% | 67% |

Note: Percentages are rounded

Conclusions:

LatinX students consistently overrepresented by a large margin

English Learners overrepresented, with the exception of this year

RFEP students consistently overrepresented, more significantly in the last four years

SPED students overrepresented, less so this year

Percent of SPED students who are LatinX alarmingly high

| English Learners with IEPs | | | |
|---|-------------------------|----------------------------|----------------------------|
| EL Students with IEPs -- 2021/22 | | | |
| School | # of EL Students | # of Students w/IEP | % of Students w/IEP |
| MVHS | 169 | 37 | 22% |
| LAHS | 65 | 26 | 40% |
| AVHS | 7 | 1 | 14% |
| MVLA | 241 | 66 | 27% |
| | | | |
| | | | |
| EL Students with IEPs -- 2020/21 | | | |
| School | # of EL Students | # of Students w/IEP | % of Students w/IEP |
| MVHS | 169 | 37 | 22% |
| LAHS | 65 | 26 | 40% |
| AVHS | 7 | 1 | 14% |
| MVLA | 241 | 66 | 27% |
| | | | |
| | | | |
| EL Students with IEPs -- 2019/20 | | | |
| School | # of EL Students | # of Students w/IEP | % of Students w/IEP |
| MVHS | 167 | 36 | 22% |
| LAHS | 70 | 20 | 29% |
| AVHS | 13 | 5 | 38% |
| MVLA | 250 | 61 | 24% |
| | | | |

Referrals to Special Ed for Students Grade 9-12

LAHS - 2016/17

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

LAHS - 2017/18

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

LAHS - 2018/19

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

LAHS - 2019/20

| By | # | # | # | # | # of | # of | Total # | # of Latino |
|----------|----|----|----|---|------|------|---------|-------------|
| All | 58 | 37 | 12 | 3 | 52 | 28 | 33 | 27 |
| Hispanic | 23 | 14 | 7 | 3 | | | | |
| Asian | 6 | 4 | 0 | 0 | | | | |
| White | 22 | 13 | 5 | 0 | | | | |

LAHS - 2020/21

| By | # | # | # | # | # of | # of | Total # | # of Latino |
|----------|----|----|----|---|------|------|---------|-------------|
| All | 76 | 38 | 22 | 2 | 47 | 22 | 22 | 13 |
| Hispanic | 29 | 15 | 8 | 1 | | | | |
| Asian | 12 | 6 | 5 | 0 | | | | |
| White | 30 | 17 | 9 | 1 | | | | |

Rising 9th Grade Students Entering HS with an IEP

MVHS - 2016/17

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

MVHS - 2017/18

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

MVHS - 2018/19

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

MVHS - 2019/20

| By | # | # | # | # | # of | # of | Total # | # of Latino |
|----------|----|----|----|---|------|------|---------|-------------|
| All | 24 | 17 | 14 | 0 | 58 | 20 | 31 | 13 |
| Hispanic | 11 | 9 | 8 | 6 | | | | |
| Asian | 1 | 1 | 0 | 0 | | | | |
| White | 9 | 6 | 0 | 0 | | | | |

MVHS - 2020/21

| By | # | # | # | # | # of | # of | Total # | # of Latino |
|----------|----|----|----|---|------|------|---------|-------------|
| All | 35 | 15 | 10 | 3 | 51 | 18 | 23 | 12 |
| Hispanic | 9 | 5 | 3 | 1 | | | | |
| Asian | 11 | 6 | 6 | 2 | | | | |
| White | 15 | 4 | 1 | 0 | | | | |

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

| Latinx Performance GAP - 2020 | | | | | | | | | | | | | | | | |
|--|-----------------|--------------|--------------|---------------|---------------------|---------------------|-------------------|-------------------|-------------|-------------|------------------------|------------------------|------------------|------------------|------------|------------|
| Comparing Latinx Performance to District "Short-Term" Latinx Targets | | | | | | | | | | | | | | | | |
| Indicator | District Target | MVHS Actuals | LAHS Actuals | Latino Target | Latino Actuals MVHS | Latino Actuals LAHS | Latino Regular Ed | Latino Regular Ed | Latino RFEP | Latino RFEP | Latino English Learner | Latino English Learner | Latino SPED (RS) | Latino SPED (RS) | Latino SED | Latino SED |
| No Grade of F | 95% | 93% | 86% | 75% | 81% | 67% | 89% | 83% | 72% | 75% | 59% | 40% | 60% | 57% | 67% | 67% |
| 9th Grade >2.0 | 95% | 95% | 95% | 88% | 87% | 89% | 91% | 87% | 76% | 79% | 72% | 60% | 65% | 64% | 68% | 75% |
| 9th Grade >3.0 | 75% | | | | | | | | | | | | | | | |
| 9-12 Ave. GPA .3.0 | 85% | 76% | 75% | 50% | 42% | 44% | 61% | 55% | 28% | 36% | 25% | 70% | 18% | 9% | 24% | 33% |
| 1 or more Honors Class | 50% | 50% | 41% | 30% | 30% | 13% | | | | | | | | | | |
| 1 or more AP Class | 50% | 52% | 55% | 40% | 32% | 40% | | | | | | | | | | |
| AP Score 3 or better | 85% | 84% | 88% | 75% | 73% | 74% | 82% | 78% | 63% | 66% | *100% | *100% | *100% | 0% | 56% | 70% |
| SBAC ELA | 85% | | | | | | | | | | | | | | | |
| SBAC Math | 75% | | | | | | | | | | | | | | | |
| Algebra II | 95% | 85% | 91% | 70% | 63% | 77% | 95% | 89% | 75% | 78% | 14% | 0% | 45% | 0% | 47% | 77% |
| a-g | 85% | 76% | 78% | 50% | 45% | 54% | 85% | 67% | 38% | 55% | 0% | 0% | 10% | 0% | 22% | 53% |
| Graduation Rate | 98% | 94% | 98% | 90% | 83% | 96% | 100% | 93% | 100% | 97% | 43% | 75% | 94% | 89% | 72% | 100% |
| College/Career | 75% | | | | | | | | | | | | | | | |
| College Acceptance | 95% | 86% | 86% | | | | | | | | | | | | | |
| 2018/19 Data-Districtwide | | | | | | | | | | | | | | | | |
| Suspensions (Total #/% Latino) | 111 (61.26%) | | | | | | | | | | | | | | | |
| Chronic Absenteeism (Total #/% Latino) | 426 (46.47%) | | | | | | | | | | | | | | | |

**2020-21 Indicator Data
Latino Subgroups**

| Indicator | All Students | | | Latino & Latino Subgroups | | | | | | | | | | | | |
|---|-----------------|--------------|--------------|---------------------------|---------------------|---------------------|-------------------|-------------------|-------------|-------------|------------------------|------------------------|------------------|------------------|------------|------------|
| | District Target | MVHS Actuals | LAHS Actuals | Latino Target | Latino Actuals MVHS | Latino Actuals LAHS | Latino Regular Ed | Latino Regular Ed | Latino RFEP | Latino RFEP | Latino English Learner | Latino English Learner | Latino SPED (RS) | Latino SPED (RS) | Latino SED | Latino SED |
| 9th Grade No Grade of F Source: Indicator 8 | 95% | 92% | 86% | 75% | 71% | 64% | 82% | 76% | 75% | 65% | 56% | 36% | 73% | 45% | 76% | 52% |
| 9th Grade >2.0 Source: Indicator 7a | 95% | 93% | 86% | 88% | 74% | 62% | 86% | 77% | 80% | 64% | 62% | 32% | 60% | 36% | 72% | 56% |
| 9th Grade >3.0 Source: Query | 75% | 81% | 71% | | 47% | 38% | 54% | 53% | 55% | 36% | 35% | 14% | 47% | 5% | 36% | 30% |
| Ave. GPA >3.0 (All Grades) Source: Indicator 7b | 85% | 78% | 74% | 50% | 45% | 42% | 57% | 47% | 43% | 38% | 33% | 16% | 33% | 19% | 37% | 33% |
| 1 or more Honors Class Source: Indicator 9 | 50% | 49% | 38% | 30% | 27% | 20% | 41% | 31% | 30% | 17% | 11% | 13% | 4% | 3% | 19% | 13% |
| 1 or more AP Class Source: Indicator 9 | 50% | 51% | 52% | 40% | 36% | 33% | 47% | 37% | 41% | 33% | 12% | 6% | 6% | 1% | 36% | 36% |
| AP Score 3 or Better Source: Indicator 4 (n/a) | 85% | | | 75% | | | | | | | | | | | | |
| SBAC ELA Source: Indicator 1a (n/a) | 85% | | | | | | | | | | | | | | | |
| SBAC Math Source: Indicator 1b (n/a) | 75% | | | | | | | | | | | | | | | |
| Algebra II Compl w C or Better Source: Indicator 3 | 95% | 95% | 94% | 70% | 80% | 81% | 89% | 93% | 85% | 80% | 47% | 0% | 42% | 33% | 78% | 79% |
| a-g Completion Source: Indicator 2 | 85% | 84% | 82% | 50% | 58% | 56% | 78% | 68% | 60% | 52% | 5% | 0% | 17% | 4% | 45% | 54% |
| Graduation Rate Source: Indicator 10 | 98% | 92% | 97% | 90% | 79% | 94% | 95% | 98% | 83% | 93% | 63% | 100% | 67% | 100% | 73% | 91% |
| College/Career Source: 2019 CA Dashboard (2018-19 Data) | 75% | 73% | 73% | | 39% | 44% | | | | | | | | | | |
| College Acceptance (4yr & 2yr) Source: Indicator 12 (n/a) | 95% | | | | * | * | | | | | | | | | | |
| Data-Districtwide Source: DataQuest | | | | | | | | | | | | | | | | |
| Suspensions SY: 2019-20 | | 1% | 1% | | 2% | 3% | | | | | | | | | | |
| Chronic Absenteeism SY: 2018-19 | | 8% | 9% | | 16% | 15% | | | | | | | | | | |

Percents rounded

Data does NOT reflect AB104 changes

*reflects "Underrepresented Minority Grads" = Latino, African American & Filipino

Data Source: Indicators (Query)

MVLA Plan2 Draft Enrollment Data in Specific Categories

Enrollment Summary in Specific Categories

MVLA

Data Source: DataQuest

2020-21

From Aeries

| Student Groups | TOTAL ENRL. | | SPED | | SLD | | FOSTER | | HOMELESS | | 504 | | SUSPENSION | | CHRONIC ABS. | | a-g | | |
|----------------|-------------|----------------|------------|----------------|------------|----------------|----------|----------------|-----------|----------------|------------|----------------|------------|----------------|--------------|----------|--------|-------|--------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # Sen. | # met | % met |
| African-Amer | 56 | 1.24% | 6 | 1.68% | 4 | 2.19% | 1 | 14.29% | 2 | 5.41% | 2 | 0.56% | 0 | 0.00% | 7 | 2.02% | 11 | 6 | 54.55% |
| Amer Indian | 9 | 0.20% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 0.28% | 0 | 0.00% | 1 | 0.29% | | | |
| Asian | 1233 | 27.28% | 33 | 9.24% | 8 | 4.37% | 1 | 14.29% | 0 | 0.00% | 57 | 16.10% | 0 | 0.00% | 57 | 16.43% | 141 | 125 | 88.65% |
| Filipino | | 0.00% | 4 | 1.12% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | #DIV/0! | 0 | 0.00% | | | |
| Hispanic | 1172 | 25.93% | 170 | 47.62% | 116 | 63.39% | 3 | 42.86% | 34 | 91.89% | 51 | 14.41% | 1 | 50.00% | 162 | 46.69% | 275 | 108 | 39.27% |
| Pac. Island | 16 | 0.35% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 3 | 0.86% | | | |
| White | 1657 | 36.66% | 115 | 32.21% | 49 | 26.78% | 2 | 28.57% | 0 | 0.00% | 208 | 58.76% | 1 | 50.00% | 95 | 27.38% | 352 | 302 | 85.80% |
| 2 or More | 361 | 7.99% | 27 | 7.56% | 4 | 2.19% | 0 | 0.00% | 1 | 2.70% | 34 | 9.60% | 0 | 0.00% | 22 | 6.34% | | | |
| No Report | 16 | 0.35% | 2 | 0.56% | 2 | 1.09% | 0 | 0.00% | 0 | 0.00% | 1 | 0.28% | 0 | 0.00% | 0 | 0.00% | | | |
| Total | 4520 | 100.00% | 357 | 100.00% | 183 | 100.00% | 7 | 100.00% | 37 | 100.00% | 354 | 100.00% | 2 | #DIV/0! | 347 | 1 | | | |

2019-20

From Aeries

| Student Groups | TOTAL ENRL. | | SPED | | SLD | | FOSTER | | HOMELESS | | 504 | | SUSPENSION | | CHRONIC ABS. | | a-g | | |
|---------------------|-------------|--------|------------|---------------|------------|--------|----------|--------|-----------|--------|------------|--------|------------|--------|--------------|---|------------|------------|---------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # Sen. | # met | % met |
| By ETHNICITY | | | | | | | | | | | | | | | | | | | |
| African-Amer | 55 | 1.21% | 12 | 2.12% | 6 | 2.27% | 1 | 25.00% | 1 | 2.78% | 9 | 2.02% | 3 | 3.75% | | | 18 | 9 | 50.00% |
| Amer Indian | 5 | 0.11% | 0 | - | 0 | - | 0 | 0.00% | 0 | | 0 | - | n/a | n/a | | | 0 | 0 | - |
| Asian | 1055 | 23.22% | 49 | 8.67% | 6 | 2.27% | 1 | 25.00% | 0 | | 100 | 22.42% | 7 | 8.75% | | | 316 | 281 | 88.92% |
| Filipino | 88 | 1.94% | 8 | 1.42% | 2 | 0.76% | 0 | 0.00% | 1 | 2.78% | 7 | 1.57% | 1 | 1.25% | | | 0 | 0 | - |
| Hispanic | 1174 | 25.84% | 232 | 41.06% | 144 | 54.55% | 1 | 25.00% | 32 | 88.89% | 63 | 14.13% | 49 | 61.25% | | | 219 | 109 | 49.77% |
| Pac. Island | 21 | 0.46% | 3 | 0.53% | 3 | 1.14% | 0 | 0.00% | 0 | | 0 | - | n/a | n/a | | | 0 | 0 | - |
| White | 1691 | 37.21% | 172 | 30.44% | 58 | 21.97% | 1 | 25.00% | 1 | 2.78% | 262 | 58.74% | 20 | 25.00% | | | 378 | 281 | 74.34% |
| 2 or More | 441 | 9.71% | 77 | 13.63% | 38 | 14.39% | 0 | 0.00% | 1 | 2.78% | 5 | 1.12% | n/a | n/a | | | 0 | 0 | - |
| No Report | 14 | 0.31% | 12 | 2.12% | 7 | 2.65% | 0 | 0.00% | 0 | | | - | n/a | n/aa | | | 0 | 0 | - |
| Total | 4544 | | 565 | 12.40% | 264 | | 4 | | 36 | | 446 | | 80 | | | | 931 | 680 | 73.00% |

2018-19

From Aeries

| Student Groups | TOTAL ENRL. | | SPED | | SLD | | FOSTER | | HOMELESS | | 504 | | SUSPENSION | | CHRONIC ABS. | | a-g | | |
|---------------------|-------------|--------|------------|--------|------------|--------|----------|--------|-----------|--------|------------|--------|------------|--------|--------------|--------|------------|------------|---------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # Sen. | # met | % met |
| By ETHNICITY | | | | | | | | | | | | | | | | | | | |
| African-Amer | 55 | 1.25% | 0 | - | 0 | - | 1 | 20.00% | 1 | 2.63% | 4 | 2.45% | 10 | 7.25% | 8 | 14.50% | 11 | 8 | 72.73% |
| Amer Indian | 4 | 0.09% | 0 | - | 0 | - | 0 | - | 0 | - | 1 | 0.61% | * | * | * | * | 0 | 0 | - |
| Asian | 1018 | 23.19% | 49 | 11.64% | 12 | 5.48% | 0 | - | 1 | 2.63% | 35 | 21.47% | 14 | 10.14% | 40 | 3.90% | 267 | 244 | 91.39% |
| Filipino | 81 | 1.85% | 0 | - | 0 | - | 0 | - | 1 | 2.63% | 1 | 0.61% | 1 | 0.93% | 7 | 8.60% | 0 | 0 | - |
| Hispanic | 1131 | 25.77% | 209 | 49.64% | 145 | 66.21% | 1 | 20.00% | 32 | 84.21% | 28 | 17.18% | 88 | 60.19% | 198 | 17.00% | 230 | 112 | 48.70% |
| Pac. Island | 15 | 0.34% | 0 | - | 0 | - | 0 | - | 1 | 2.63% | 0 | - | 0 | 0.00% | 5 | 33.33% | 0 | 0 | - |
| White | 1699 | 38.71% | 163 | 38.72% | 62 | 28.31% | 2 | 40.00% | 0 | - | 94 | 57.67% | 25 | 18.12% | 138 | 8.10% | 424 | 349 | 82.31% |
| 2 or More | 372 | 8.48% | 0 | - | 0 | - | 1 | 20.00% | 2 | 5.26% | 0 | - | 0 | 0.00% | 30 | 8.10% | 0 | 0 | - |
| Not Report | 14 | 0.32% | 0 | - | 0 | - | 0 | - | 0 | - | | - | 0.00% | 0 | - | | 0 | 0 | - |
| Total | 4389 | | 421 | | 219 | | 5 | | 38 | | 163 | | 138 | | 426 | | 932 | 713 | 76.50% |

MVLA Plan2 Draft Enrollment Data in Specific Categories

| 2017-18 | | | | | | | | | | | | | | | | | | | |
|----------------|---------------------|--------|------------|--------|------------|--------|----------|--------|-----------|--------|--------------------|--------|------------|--------|--------------|--------|------------|------------|---------------|
| Student Groups | TOTAL ENRL. | | SPED | | SLD | | FOSTER | | HOMELESS | | From Aeries 504 | | SUSPENSION | | CHRONIC ABS. | | a-g | | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # Sen. | # met | % met |
| | By ETHNICITY | | | | | | | | | | | | | | | | | | |
| African-Amer | 51 | 1.19% | 0 | - | 0 | - | 0 | - | 3 | 3.57% | 7 | 1.67% | 2 | 1.85% | 9 | 18.00% | 15 | 9 | 60.00% |
| Amer Indian | 3 | 0.07% | 0 | - | 0 | - | 0 | - | 0 | - | 2 | 0.48% | * | * | 0 | - | * | * | * |
| Asian | 991 | 23.07% | 38 | 9.34% | 0 | - | 0 | - | 3 | 3.57% | 89 | 21.29% | 12 | 11.11% | 52 | 5.30% | 248 | 226 | 91.13% |
| Filipino | 102 | 2.37% | 0 | - | 0 | - | 0 | - | 2 | 2.38% | 7 | 1.67% | 1 | 0.93% | 11 | 10.80% | 0 | | - |
| Hispanic | 1105 | 25.73% | 199 | 48.89% | 144 | 72.00% | 5 | 55.56% | 65 | 77.38% | 63 | 15.07% | 65 | 60.19% | 208 | 18.40% | 229 | 118 | 51.53% |
| Pac. Island | 19 | 0.44% | 0 | - | 0 | - | 0 | - | 0 | - | 1 | 0.24% | 0 | 0.00% | 4 | 21.10% | 0 | 0 | - |
| White | 1724 | 40.14% | 170 | 41.77% | 56 | 28.00% | 2 | 22.22% | 6 | 7.14% | 249 | 59.57% | 26 | 24.07% | 158 | 9.10% | 402 | 334 | 83.08% |
| 2 or More | 300 | 6.98% | 0 | - | 0 | - | 2 | 22.22% | 5 | 5.95% | 0 | - | 2 | 1.85 | 19 | 6.20% | 0 | 0 | - |
| Not Report | 0 | | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | | - | | | - |
| Total | 4295 | | 407 | | 200 | | 9 | | 84 | | 418 | | 108 | | 461 | | 894 | 687 | 76.80% |

| 2016-17 | | | | | | | | | | | | | | | | | | | |
|----------------|---------------------|--------|------------|--------|------------|--------|----------|--------|-----------|--------|--------------------|--------|------------|--------|--------------|--------|------------|------------|---------------|
| Student Groups | TOTAL ENRL. | | SPED | | SLD | | FOSTER | | HOMELESS | | From Aeries 504 | | SUSPENSION | | CHRONIC ABS. | | a-g | | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # Sen. | # met | % met |
| | By ETHNICITY | | | | | | | | | | | | | | | | | | |
| African-Amer | 65 | 1.59% | 0 | - | 0 | - | 0 | - | 3 | 6.82% | 4 | 1.10% | 1 | 1.02% | 15 | 21.70% | 24 | 13 | 54.17% |
| Amer Indian | 3 | 0.07% | 0 | - | 0 | - | 0 | - | 0 | - | 2 | 0.55% | 0 | - | 0 | - | 0 | 0 | - |
| Asian | 903 | 22.05% | 19 | 4.87% | 0 | - | 0 | - | 2 | 4.55% | 67 | 18.36% | 7 | 7.14% | 42 | 4.60% | 191 | 169 | 88.48% |
| Filipino | 94 | 2.30% | 0 | - | 0 | - | 0 | - | 0 | - | 7 | 1.92% | 1 | 1.02% | 13 | 13.40% | 20 | 14 | 70.00% |
| Hispanic | 1067 | 26.06% | 184 | 47.18% | 149 | 68.66% | 2 | 33.33% | 35 | 79.55% | 94 | 15.34% | 61 | 62.24% | 209 | 18.90% | 230 | 100 | 43.48% |
| Pac. Island | 20 | 0.49% | 0 | - | 0 | - | 0 | - | 1 | 2.27% | 0 | - | 0 | - | 5 | 23.80% | 5 | 2 | 40.00% |
| White | 1710 | 41.76% | 187 | 47.95% | 68 | 31.34% | 3 | 50.00% | 3 | 6.82% | 229 | 62.74% | 22 | 22.45% | 153 | 8.90% | 405 | 335 | 82.72% |
| 2 or More | 230 | 5.62% | 0 | - | 0 | - | 1 | 16.67% | 0 | - | 0 | - | 6 | 6.12% | 16 | 6.80% | 20 | 16 | 80.00% |
| Not Report | 3 | 0.07% | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | 0 | 0 | - |
| Total | 4095 | | 390 | | 217 | | 6 | | 44 | | 365 | | 98 | | 453 | | 895 | 649 | 71.73% |

504 Data Corrected 11/28/20, based on Grace's data extract

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 and Mission

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.

MVLA Wellness Program

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**.



School-Based Mental Health Services

2021-22 Initiatives

- **Continuing to define and refine MVLA's School-based Mental Health Services**
 - On-boarding New Positions
 - Refining ERMHS Processes
 - Refining Data Collection Processes
 - Partnership with Fremont Unified School District for Substance Abuse Interventions
 - School-Based Mental Health Services Brochure Services
- **Expanding Capacity for Services**
 - Professional Expert Spanish-Speaking Therapist at MVHS
 - Family Advocacy Services' Part-time McKinney Vento Case Manager (Anticipated in September)
 - Community Services Agency's EL-dedicated Case Manager (Anticipated in September)
 - CHAC Pilots and New Initiatives

School-Based Mental Health Services

Non-urgent
Referrals

General Education
Services
(Universal Support)

Crisis
Intervention

Short-term
1:1 Therapy

Special Education Services

Referrals to
Outside
Agencies

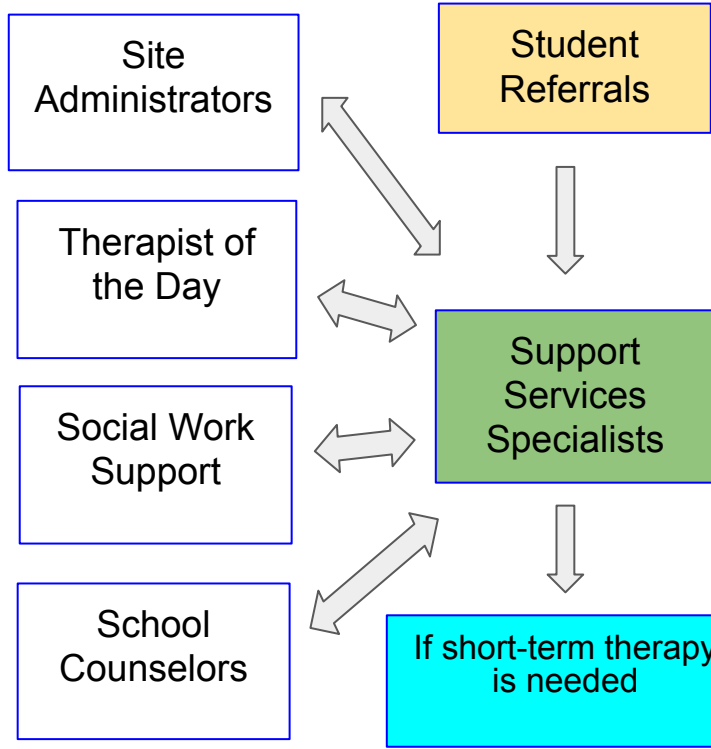
Push-in
Support
(AC/TP)

ERMHS
Therapy
within
IEP

Psycho-
education

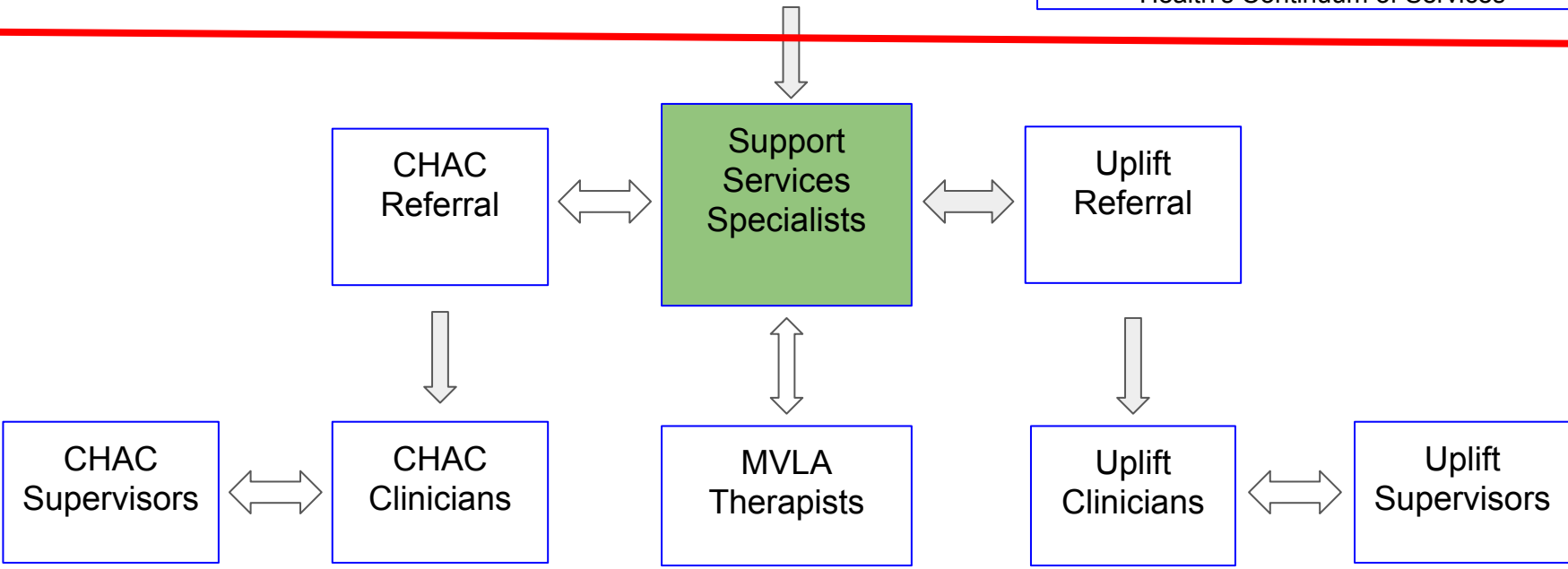
Group
Therapy

MVLA Student Support Process Model



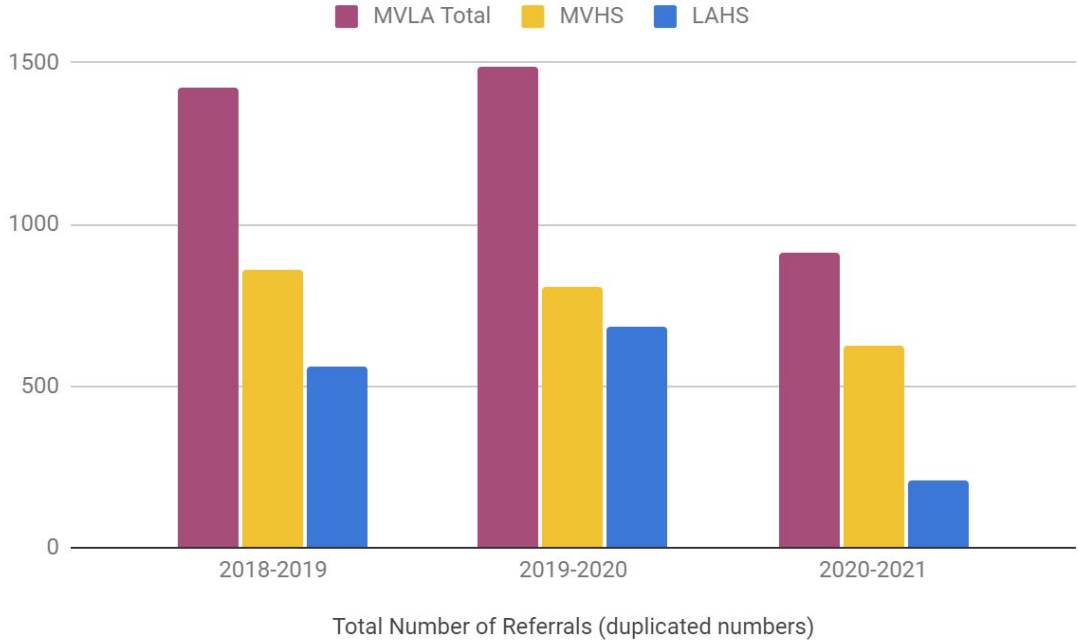
- All types of Student Support Requests are funneled through the Referral Form
- Academic Stress
 - Personal Issues
 - Emotional Issues
 - Social Issues
 - Physical Issues
 - Social Services

- 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

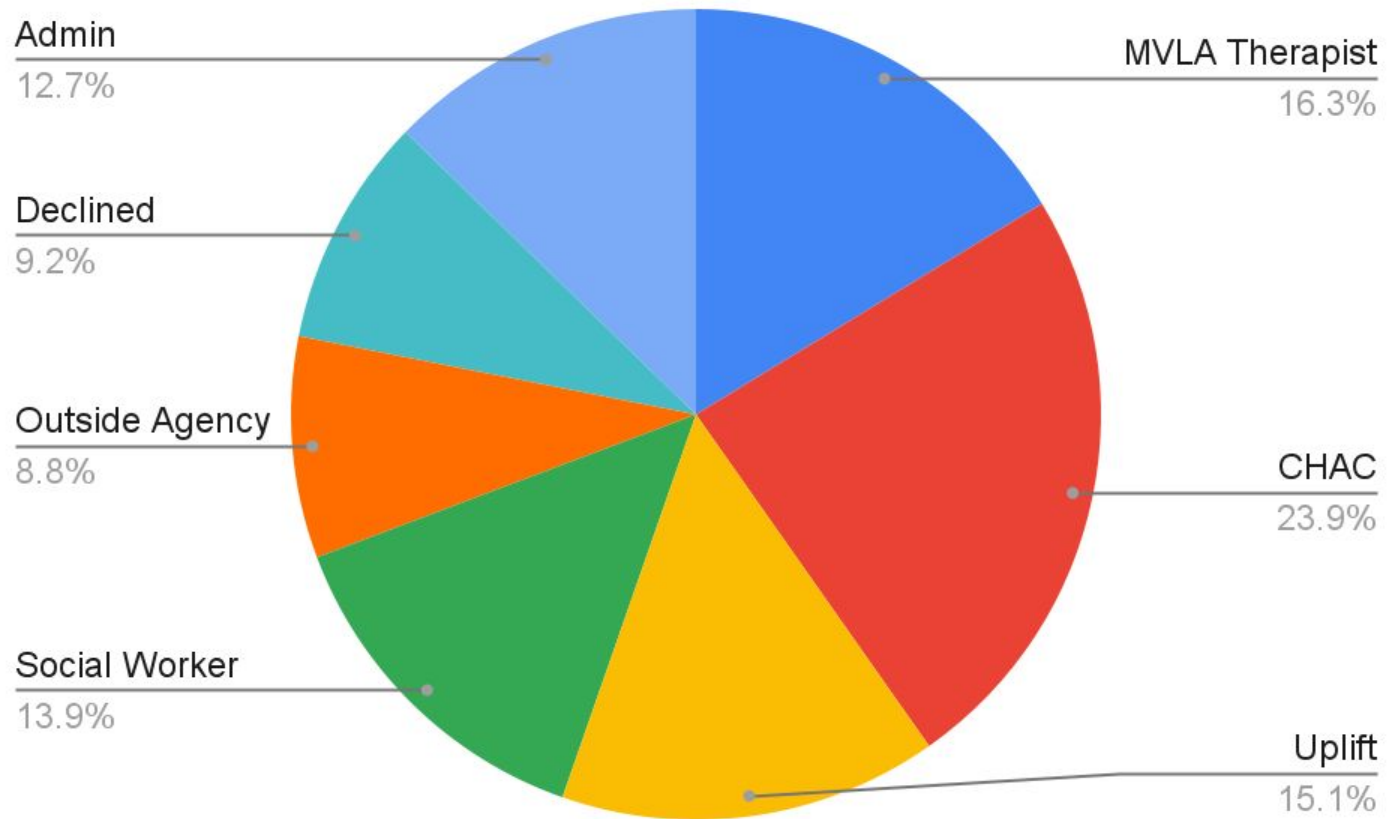


MVLA Total Number of Referrals (duplicated)

| | 2018-2019 | 2019-2020 | 2020-2021 |
|------------|-----------|-----------|-----------|
| LAHS | 561 | 684 | 206 |
| MVHS | 862 | 805 | 625 |
| MVLA Total | 1423 | 1487 | 910 |



2020-21 Assignments of Student Support Referrals



*Note: n = 589; Data does not include Crisis Intervention and Check-ins

MVLA Therapists Raw Numbers

| | 3rd Quarter 2020 | 1st Quarter 2021 |
|------------------|-------------------------|-------------------------|
| CPS Reports | 2 | 7 |
| Risk Assessments | 9 | 18 |
| Safety Plans | 11 | 27 |
| Hospitalizations | 2 | 4 |

MVLA Therapists Minutes/Workload Data

| | 3rd Quarter 2020 | 1st Quarter 2021 |
|--------------------------|-------------------------|-------------------------|
| Minutes CPS Reports | 180 | 380 |
| Minutes Risk Assessments | 545 | 1125 |
| Minutes Safety Plans | 330 | 890 |
| Minutes Hospitalizations | 75 | 465 |

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

No. of Schools/Eligible: 2/2 (2016), 2/2 (2018), 2/2 (2020)

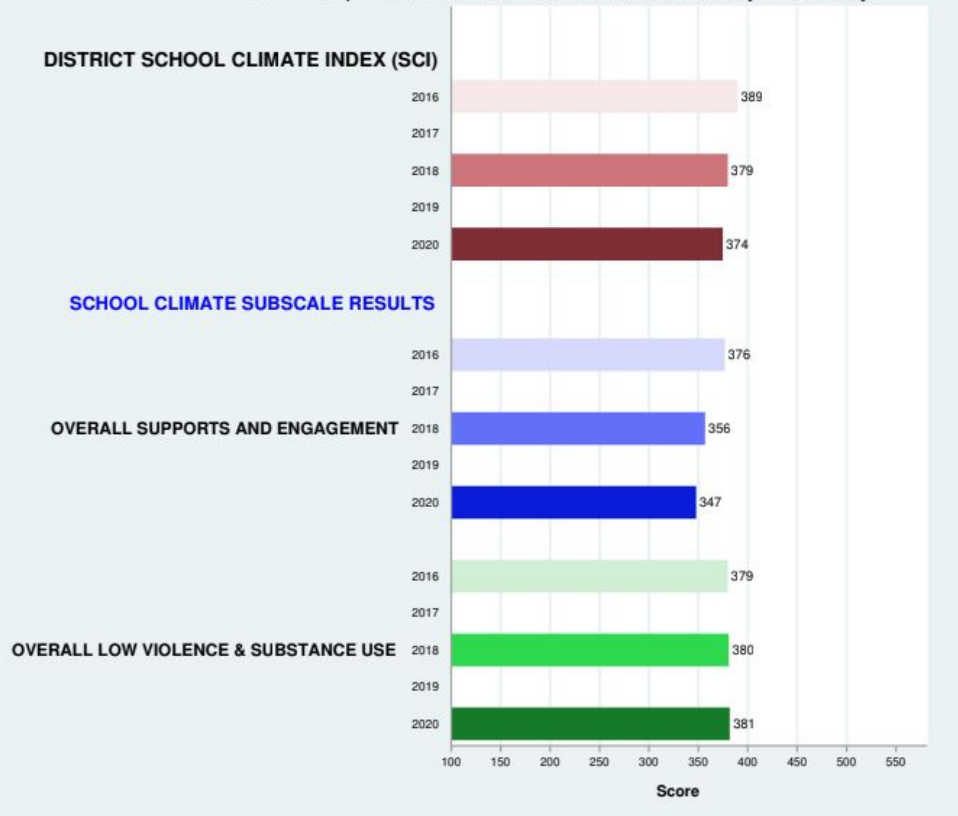
Average Response Rate: 81% (2016), 83% (2018), 69% (2020)

District School Climate Index (SCI)

| | 2016 | 2017 | 2018 | 2019 | 2020 | Change |
|---|------|------|------|------|------|--------|
| SCI Score ^A | 389 | – | 379 | – | 374 | -15 |
| SCI State Percentile ^B | 95 | – | 93 | – | 92 | -3 |
| SCI Similar Schools Percentile ^B | 92 | – | 90 | – | 90 | -2 |

High School

District School Climate Index Scores (2016 to 2020)
Based on responses from students to the California Healthy Kids Survey



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)—2019-2020

District: Mountain View-Los Altos Union High

Date Prepared: 22 Jan 2020

School: Los Altos High

Response Rate: 80% (2016), 81% (2018), 56% (2020)

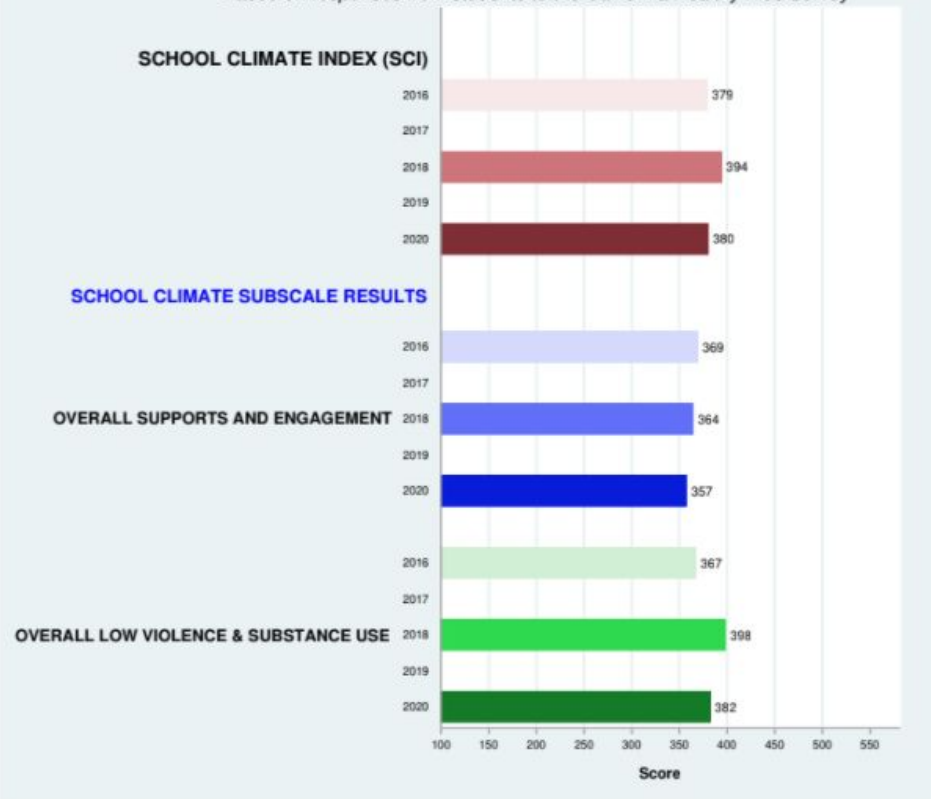
School Climate Index (SCI)

| | 2016 | 2017 | 2018 | 2019 | 2020 | Change |
|---|------|------|------|------|------|--------|
| SCI Score ^A | 379 | – | 394 | – | 380 | +1 |
| SCI State Percentile ^B | 93 | – | 95 | – | 93 | 0 |
| SCI Similar Schools Percentile ^B | 71 | – | 83 | – | 71 | 0 |

High School

School Climate Index Scores (2016 to 2020)

Based on responses from students to the California Healthy Kids Survey



California Healthy Kids Survey Data

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

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

Date Prepared: 22 Jan 2020



School Climate Index Subscale Results

| | SCI Scores | | | | | Change |
|---|------------|------|------|------|------|--------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | |
| Overall Supports and Engagement | 369 | – | 364 | – | 357 | -12 |
| High expectations and caring relationships | 390 | – | 363 | – | 386 | -4 |
| Opportunities for meaningful participation | 343 | – | 343 | – | 347 | +4 |
| Perceived school safety | 371 | – | 366 | – | 350 | -21 |
| School connectedness | 362 | – | 362 | – | 350 | -12 |
| Overall Low Violence and Substance Use | 367 | – | 398 | – | 382 | +15 |
| Low physical/emotional violence victimization | 372 | – | 400 | – | 388 | +16 |
| Low harassment and bullying | 348 | – | 387 | – | 366 | +18 |
| Low substance use at school | 376 | – | 407 | – | 392 | +16 |

Other Indicators

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

| | 2016 | 2017 | 2018 | 2019 | 2020 | Change |
|--|------|------|------|------|------|--------|
| | (%) | (%) | (%) | (%) | (%) | |
| Try hard on school work | 84 | – | 84 | – | 85 | +1 |
| Truant more than a few times | 4 | – | 4 | – | 3 | -1 |
| Feel a part of the school | 61 | – | 60 | – | 58 | -3 |
| Safety at school | 83 | – | 78 | – | 72 | -11 |
| Harassed or bullied at school | 24 | – | 21 | – | 23 | -1 |
| Parents feel welcome to participate at this school | 60 | – | 58 | – | 54 | -6 |
| School is usually clean and tidy | 72 | – | 61 | – | 62 | -10 |
| Experienced chronic sadness/hopelessness | 26 | – | 29 | – | 32 | +6 |

California Healthy Kids Survey Data



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

District: Mountain View-Los Altos Union High

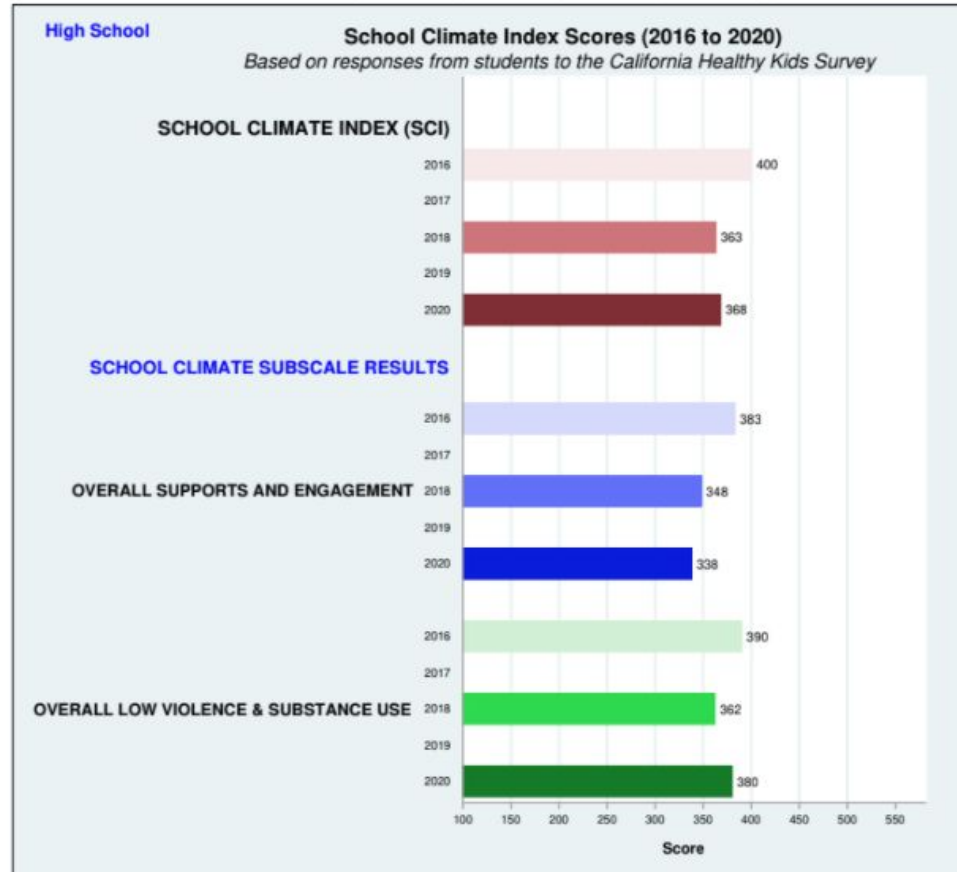
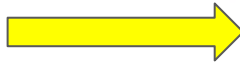
Date Prepared: 22 Jan 2020

School: Mountain View High

Response Rate: 83% (2016), 85% (2018), 81% (2020)

School Climate Index (SCI)

| | 2016 | 2017 | 2018 | 2019 | 2020 | Change |
|---|------|------|------|------|------|--------|
| SCI Score ^A | 400 | – | 363 | – | 368 | -32 |
| SCI State Percentile ^B | 96 | – | 89 | – | 91 | -5 |
| SCI Similar Schools Percentile ^B | 89 | – | 67 | – | 68 | -21 |



California Healthy Kids Survey Data

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

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

Date Prepared: 22 Jan 2020



School Climate Index Subscale Results

| | SCI Scores | | | | | Change |
|---|------------|----------|------------|----------|------------|------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | |
| Overall Supports and Engagement | 383 | - | 348 | - | 338 | -45 |
| High expectations and caring relationships | 408 | - | 361 | - | 352 | -56 |
| Opportunities for meaningful participation | 381 | - | 335 | - | 350 | -31 |
| Perceived school safety | 383 | - | 342 | - | 330 | -53 |
| School connectedness | 369 | - | 346 | - | 331 | -38 |
| Overall Low Violence and Substance Use | 390 | - | 362 | - | 380 | -10 |
| Low physical/emotional violence victimization | 389 | - | 371 | - | 383 | -6 |
| Low harassment and bullying | 380 | - | 341 | - | 373 | -7 |
| Low substance use at school | 397 | - | 382 | - | 383 | -14 |

Other Indicators

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

| | 2016 | 2017 | 2018 | 2019 | 2020 | Change |
|--|------|------|------|------|------|--------|
| | (%) | (%) | (%) | (%) | (%) | |
| Try hard on school work | 81 | - | 86 | - | 81 | 0 |
| Truant more than a few times | 5 | - | 3 | - | 4 | -1 |
| Feel a part of the school | 61 | - | 60 | - | 60 | -1 |
| Safety at school | 84 | - | 78 | - | 75 | -9 |
| Harassed or bullied at school | 21 | - | 24 | - | 20 | -1 |
| Parents feel welcome to participate at this school | 52 | - | 56 | - | 54 | +2 |
| School is usually clean and tidy | 81 | - | 74 | - | 67 | -14 |
| Experienced chronic sadness/hopelessness | 28 | - | 29 | - | 33 | +5 |

MVLA Wellness

Key Takeaways to consider:

- Mental health data collection systems are being refined
 - Some data (such as outside of school hospitalizations) are not included
- Due to an increased therapist workload, Fall 2021 Data is incomplete
- The acuity of the cases in 2021-22 are higher than in the past
 - Hospitalizations for “suicide attempts” versus “suicidal ideation”
 - Therapists minutes dedicated to Risk Assessments, Hospitalizations, and Safety Plans
- Spanish-speaking referrals skyrocketed during the pandemic, especially for social services support
- Overall School Climate Scores remained stable at LAHS and declined at MVHS as reported in the California Healthy Kids Survey
- Year-over-year data has been impacted by student deaths at MVHS

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:

- Review, assess, and recommend decisions for all-staff professional learning and institutional/instructional practices to ensure equity and anti-racist policies.
- Commit to ongoing learning, listening, and training
- Support Equity and Anti-Racist goals and expectations
- 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”

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

Accomplishments

- Established standing committee to ensure District and Site Administrators, Certificated, and Classified staff consistently learn and discuss together all MVLA work using our Equity goals
- Courageous Conversations® Training
- Established Advisory Groups
- Prioritized areas of action/focus (Systems and Structures of Opportunity and Anti-Racist Practices)
- Administered multiple equity focused surveys to gather input from all staff members.

Wellness Advisory Committee

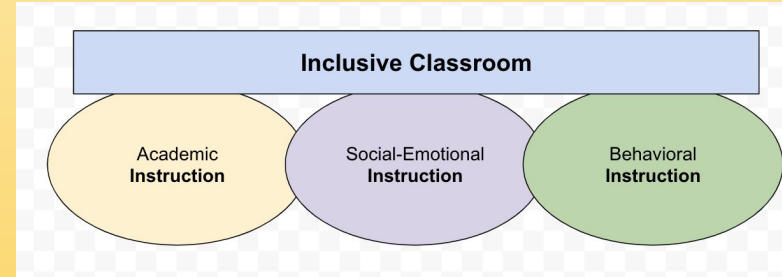
The vision of this committee is to create a small collection of representative stakeholders in the district whose purpose is to provide feedback on a myriad of wellness initiatives and issues as they arise.

Members include Trustees, District Administrators, Site Administrators, Teachers, School Counselors, MVLA Therapists, Instructional Support Team Members.

Expectations: Once a month meetings to provide feedback

Current Initiatives:

- Inclusive Classrooms
- Integrating SEL Curriculum
- Reviewing Student Feedback on Wellness Initiatives



Wellness Advisory Committee

Previous Accomplishments:

- Feedback on the [infrastructure of Wellness Services and Clinical Services](#)
- Creation of a draft [Wellness Definition, Vision & Mission Statements](#)
- Feedback on optional SEL Curriculum
- Input on Suicide Prevention Staff Training
- Feedback on [Postvention Protocol](#)
- Input on an EL Organizational Chart



**BE SENSITIVE,
BE BRAVE:
SUICIDE PREVENTION**

RSVP today for this training and debrief on suicide prevention



COUNTY OF SANTA CLARA
Behavioral Health Services

PALO ALTO
UNIVERSITY

MVLA's School-Based Mental Health Services

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

The MVLA School District also partners with local community mental health agencies to extend additional services to our students. Partnerships include Community Health Awareness Council (CHAC), Uplift Family Services, and Stanford Child Psychiatry.



Our Services

Short-term Therapeutic Support

6-12 weeks of therapeutic support which may include group support, individual check-ins, 1:1 therapy with school-based treatment goals, or assisting in a referral to an outside agency for on-going, long-term support.

Educationally-Related Mental Health Services

Educationally-related mental health services are school year-long mental health support available through special education services. Treatment is based upon annual goals agreed upon by the Individualized Educational Plan team.

Wellness Check-ins / Drop-In Counseling Services

Trained mental health clinicians are available for drop-in and crisis intervention support.

MVLA 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.

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:

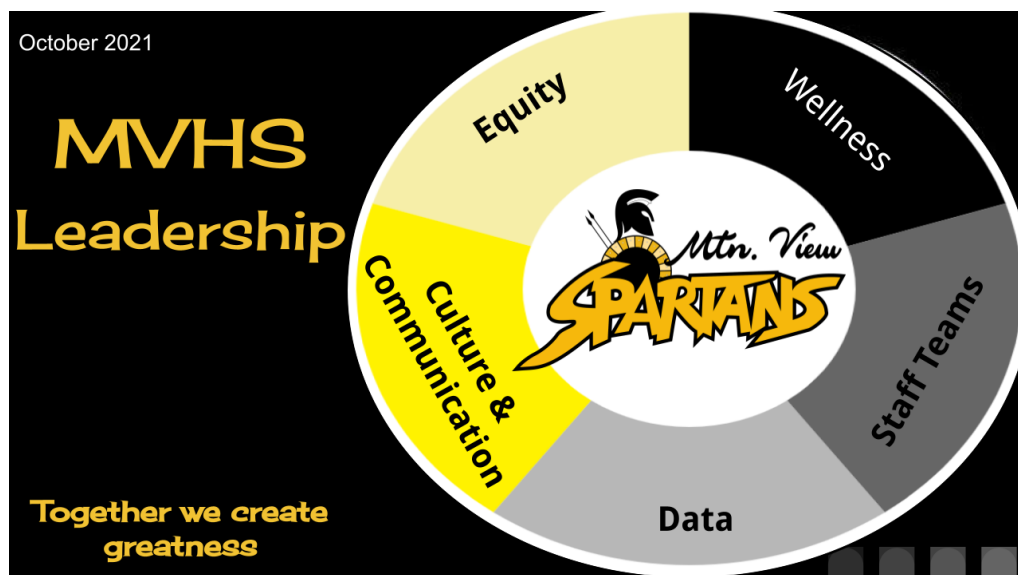
Attend weekly meetings, share accomplishments and challenges, participate in a shared decision making process, and communicate information to Departments and Course Teams.

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

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).

FAMILY PARTNERSHIP COUNCIL

Description

The Mountain View Los Altos School 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 the parent community and MVLAHSD.

Purpose

The purpose of the FPC is to provide an opportunity for 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.

Rationale

- Respond to the need for a more integrated district-level approach to family engagement
- Honor the demonstrated commitment to the MVLA schools by expanding opportunities for parent leaders to be involved in the MVLA improvement process.
- Address many of the parent engagement goals stated throughout our action plans.

Internal Goals

- Increase strategic parent engagement in the district improvement process.
- Build capacity of staff and families around family engagement
- Improve consistency of message within the community.
- Increase equity in parent voices.

Membership

Composition of the council

The composition of the FPC will consist of:

- presidents (or president designee from the *elected* body) from across the district (10),
- district administration (4-6): SUPT, ED, BUS, SPED, COS (facilitator)
- site administration (2-3): MV/LA/AV Principals (or Designee)

- CSEA & DTA presidents (2)
- members appointed by the district administration from the community-at-large: representation will be based on demographic balance and community representation for council inclusion needs (2).
- Board of Trustees reps(2)
- Teachers (i.e. IST, WASC Coordinators, ELL Department Coordinators, CCEIS cohort teachers) designated by site administration

Parent Groups

The parent groups invited to participate include:

- District English Language Advisory Council (DELAC) (1-2)
- MVHS & LAHS Presidents of Parent groups/Underrepresented/Focus Populations (2)
- MVLA SpEd Parent (1)
- MVHS & LAHS Parent Teacher Student Association (PTSA's) (2)
- MVLA Foundation President (1)
- MVLA Foundation Exec
- MVHS & LAHS Athletic and Music Boosters (4)
- AVHS Parent Group Rep (1)
- Members appointed at Superintendent's discretion (2)

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.
- Serve on the FPC for the duration of their tenure as an elected officer
- Understand that participation in the Family Partnership Council is voluntary, and is also a privilege; members also serve at the discretion of the superintendent.

Meeting schedule for 2021-2022

The Family Partnership Council will meet on the following dates:

January
March
May

Meeting Location

In-person: Alta Vista Multipurpose Room
Virtual: Zoom

Time of Day : TBD What time of day makes this most/least optimal for full attendance?

Early Goals for FPC

Early Goal 1

Co-create our goals as a district in terms of parent engagement

- Consider: WASC, LCAP, CCEIS goals.
- Parent/Family Needs
- Resources
 - [Dr. Karen Mapp's](#) work
 - [Anthony Bryk's](#) work on building trust between schools-homes.
 - [Hoover-Dempsey & Sandler Model of the Parental Involvement Process](#)
 - [Larry Furlazzo Parent Engagement v Parent Involvement?](#)

Early Goal 2

Build Relational Trust

- Establish group norms and a positive working group culture i.e. “awkward, brave and kind”.
- Resources
 - Brené Brown’s “Daring Leadership”
 - Courageous Conversations training (full day plus)

Early Goal 3

Identify critical issues related to WASC, CCEIS, LCAP that parent perspectives are needed and gather feedback - develop a specific set of recommendations.

- Improved communication with parents/families (especially underrepresented groups)
- Strategies for better access to student support services, access to interventions and supports
- Identify and establish the conditions for a successful home-school partnership at the secondary school level.
 - How to support teachers with home-school relationships?
 - How to support parents with home-school relationships?
 - How to prioritize student learning in home-school relationships?

Appointment of Members-at-Large

Number of Positions

2 per term

Term of membership

3 years, renewable

Eligibility and Conditions for Reappointment/Conditions

Incumbents wishing to serve additional appointments may reapply if they have served in good standing during their previous term, for a maximum of two terms or six years, whichever comes first.

Appointees serving a partial, vacated, term of less than two years, shall be eligible for two additional full term appointments.

Criteria

Members-at-Large will be appointed by the Superintendent and district administration from the MVLA community-at-large. 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;
 - The degree to which their presence helps create *targeted demographic balance* on the council
 - Demonstrated leadership or commitment to the MVLAUSD school district
 - Demonstrated leadership or commitment to the broader MVLA community
 - Skills, attributes, or resources that enhance the effectiveness and collaborative nature of the council's work.

[Member at Large Appointment Application, Process & Timeline](#)