

# Los Altos High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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

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

#### **DataQuest**

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

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Nellie Meyer
Email Address	nellie.meyer@mvla.net
Website	www.mvla.net

### School Description and Mission Statement (School Year 2020-2021)

Los Altos High School is a comprehensive public school situated in the heart of Silicon Valley and currently serves approximately 2200 students. Our attendance boundaries include residential, light industry, high technology and retail districts of the cities of Mountain View, Los Altos, Los Altos Hills and a small section of Palo Alto. We are fortunate to be a Basic Aid District, and our local property tax base still exceeds the State revenue limit.

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

In our last WASC process we revised our Vision to:

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

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

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	582
Grade 10	565
Grade 11	577
Grade 12	529
<b>Total Enrollment</b>	<b>2,253</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	25.4
Filipino	1.4
Hispanic or Latino	26.9
Native Hawaiian or Pacific Islander	0.5
White	36.4
Two or More Races	8.5
Socioeconomically Disadvantaged	18.9
English Learners	3.2
Students with Disabilities	8.9
Foster Youth	0
Homeless	1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	134	134	129	261
Without Full Credential	3	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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

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

## School Facility Conditions and Planned Improvements

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

### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report:** April 2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	85	N/A	83	N/A	50	N/A
Mathematics (grades 3-8 and 11)	71	N/A	69	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	63	N/A	65	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## Career Technical Education Programs (School Year 2019-2020)

As a district, we offer two Engineering (STEAM) Academies, a Hospitality Program, and an Academy of Communication, Arts, and Technology (Freestyle). We continue to offer a high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards. The following CTE program sequences are offered: Engineering Technology (I & II), Robotics (I & II), Culinary Arts (I & II), Digital Media (I & II), Design (I & II), Film Production (I & II), and Animation (I & II). Members of our CTE advisory committees are actively involved in working with students on career plans and serve as guest speakers in classes on a fairly regular basis. Our advisory consists of representatives from all of our offered CTE industries from regional and local companies such as Google, Adobe, NVIDIA, and The Computer History Museum.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	362
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	77.8

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.91
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	76.47

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020-2021)

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

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

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

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

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.1	0.6	3.3	2.2	1.1	6.5	9.1	9.6	9
Graduation Rate	97.3	97.9	96.2	94.1	92.9	92.1	82.7	83	84.5

## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	2.3	2.5	2.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.9	1.1	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Maintaining a climate that is conducive to academic excellence as well as positive engagement and well-being are our highest priorities. The district supports this effort through rigorous follow-through on school safety and disciplinary matters. Well-planned and resourced procedures and materials for physical and emotional safety ensure that students can safely attend their classes and participate in school activities. Early interventions, including counseling and other school and community based support services, as well as the work done by our Student Conduct Liaisons, support effective response to disciplinary issues. Administrators work collaboratively with staff to develop and enforce clear behavioral expectations and act on infractions in a fair and consistent manner. The School Safety plan has been reviewed and updated by the School Site Council in March of 2019-20 based on current data and stakeholder input.

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

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

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

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

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

The Site Council is in the process of developing goals for the 2020-21 School Safety Plan, to submit to the Board in March of 2021.

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

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	23	49	48	7	21	58	49	4	22	52	46	4
Mathematics	24	40	51	3	23	39	56	2	23	35	59	2
Science	28	8	64	1	27	7	66	4	30	5	65	9
Social Science	25	18	72	3	24	30	65	3	25	17	71	6

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	402.3

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,922	\$2,895	\$12,028	\$136,511
District	N/A	N/A	\$15,722	\$136,478
Percent Difference - School Site and District	N/A	N/A	-26.6	0.0
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	43.3	40.8

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

## Types of Services Funded (Fiscal Year 2019-2020)

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

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

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

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$84,476	\$52,670
Mid-Range Teacher Salary	\$134,422	\$89,660
Highest Teacher Salary	\$159,627	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$220,394	\$158,074
Superintendent Salary	\$296,227	\$250,285
Percent of Budget for Teacher Salaries	34.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	2	N/A
Foreign Language	8	N/A
Mathematics	13	N/A
Science	28	N/A
Social Science	26	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	84	54.8

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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

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

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

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

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

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

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

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