

# Los Altos High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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

#### SARC Overview



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

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

#### DataQuest



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

#### 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.

#### Internet Access

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

### 2023-24 School Contact Information

School Name	Los Altos High School
Street	201 Almond Ave.

<b>City, State, Zip</b>	Los Altos, CA 94022-2206
<b>Phone Number</b>	650.960.8811
<b>Principal</b>	Tracey Runeare
<b>Email Address</b>	tracey.runeare@mvla.net
<b>School Website</b>	<a href="https://lahs.mvla.net/">https://lahs.mvla.net/</a>
<b>County-District-School (CDS) Code</b>	4369094334116

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Los Altos High School (LAHS) is a comprehensive public school situated in the heart of Silicon Valley and currently serves approximately 2,113 students (CBEDS Oct 2023). 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 as well as intervention support classes 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, Digital Media, 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.

LAHS Vision:

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

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
<b>Grade 9</b>	543
<b>Grade 10</b>	544
<b>Grade 11</b>	505
<b>Grade 12</b>	549
<b>Total Enrollment</b>	2,141

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	48.9%
American Indian or Alaska Native	0.2%
Asian	28.5%
Black or African American	0.8%
Filipino	1.5%
Hispanic or Latino	27.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8%
White	33.5%
English Learners	5.6%
Foster Youth	0.2%
Homeless	0.6%
Socioeconomically Disadvantaged	17.6%
Students with Disabilities	10.8%

## A. Conditions of Learning State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	109.00	94.84	223.60	94.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	0.78	2.00	0.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.75	2.70	1.17	12115.80	4.41
Unknown	4.10	3.62	8.10	3.43	18854.30	6.86
Total Teaching Positions	115.00	100.00	236.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	107.30	94.91	225.00	93.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.69	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.05	2.00	0.83	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	1.44	5.00	2.10	11953.10	4.28
Unknown	2.90	2.59	6.20	2.62	15831.90	5.67
Total Teaching Positions	113.10	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	0.90	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	0.60	1.60
Total Out-of-Field Teachers	0.80	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	0.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	0.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
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

## 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. We are continuing to add facilities and renovate/update current facilities. Our campus-wide construction work is expected to be complete by the 2025-2026 school year.

Year and month of the most recent FIT report		December 2022		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>	X			

School Facility Conditions and Planned Improvements				
Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	85	84	83	82	47	46
<b>Mathematics</b> (grades 3-8 and 11)	70	70	69	67	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	512	416	81.25	18.75	84.10
<b>Female</b>	258	211	81.78	18.22	82.86
<b>Male</b>	252	205	81.35	18.65	85.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	167	142	85.03	14.97	96.45
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	142	113	79.58	20.42	63.72
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	17	89.47	10.53	88.24
<b>White</b>	174	137	78.74	21.26	89.05
<b>English Learners</b>	31	17	54.84	45.16	17.65



<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	93	70	75.27	24.73	52.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	43	75.44	24.56	32.56

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	512	424	82.81	17.19	70.21
<b>Female</b>	258	213	82.56	17.44	66.20
<b>Male</b>	252	210	83.33	16.67	74.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	167	142	85.03	14.97	92.96
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	142	123	86.62	13.38	27.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	16	84.21	15.79	87.50
<b>White</b>	174	136	78.16	21.84	83.82
<b>English Learners</b>	31	26	83.87	16.13	4.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	93	78	83.87	16.13	22.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	45	78.95	21.05	26.67



## CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	67.45	70.14	68.70	68.45	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	539	442	82.00	18.00	70.14
<b>Female</b>	257	208	80.93	19.07	72.60
<b>Male</b>	278	231	83.09	16.91	67.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	137	124	90.51	9.49	92.74
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	167	143	85.63	14.37	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	37	82.22	17.78	89.19
<b>White</b>	180	132	73.33	26.67	87.88
<b>English Learners</b>	29	24	82.76	17.24	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	104	87	83.65	16.35	22.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	67	43	64.18	35.82	34.88

2022-23 Career Technical Education Programs

In Mountain View Los Altos Union High School District, in just a few short years, we have increased our Career and Technical Education sector offerings from 4 to now 7 of the 15 sectors available in California. Within those 7 sectors, we have grown from offering 8 pathways to 19 total pathways in MVLA. For the 2024-2025 School year, we added 2 new pathways in digital communications, one at each of our comprehensive high schools, based on Santa Clara County's industry demands and student interest.

In addition to our tremendous growth in CTE, we are starting to focus on implementing Dual Enrollment courses with our CCAP partner Community College, Foothill College. Starting next school, we will have 4 CTE Courses that will feature Dual Enrollment Credit from Foothill College upon completion of the CTE course within the respective pathway. We were the recipient of a CCAP Dual Enrollment Opportunities grant to support and implement this work. Our second focus this year will be on adding more industry standard certifications. We have added 4 new certifications in our Engineering Technology Pathway, and hope to add more as we consult with our advisory committee community members to find the best and most highly sought out certifications in the field.

In closing, we continue to celebrate our award winning Robotics pathway, which competes regularly and has won many awards. Our Culinary Pathway runs community events and serves teachers every Friday for "Feed me Fridays". Our Model Academy of Communication, Arts and Technology School; Freestyle Academy, boasts an Arts Media and Entertainment Sector comprising 4 unique pathways, encompassed with an aligned English Curriculum for an industry-immersive, unique high school experience. To expand our industry sector offerings, we have implemented a "CTE" exploratory program at our Continuation School, Alta Vista High School, which features exploration of 4 different CA Industry Sectors and have partnered with our Regional ROPC center to offer pathways including, Electrical Vehicles, Emergency Responders, and other pathways we do not currently offer in MVLA.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	351
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.17
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	71.84

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

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

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, Varsity 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.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.1	1.3	3.1	6.4	2	3.3	9.4	7.8	8.2
Graduation Rate	97.5	98	95.7	92.5	95.3	93.9	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	553	529	95.7
Female	263	256	97.3
Male	286	269	94.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	141	140	99.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	168	154	91.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	46	45	97.8
White	187	182	97.3
English Learners	43	30	69.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	143	130	90.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	74	67	90.5

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2212	2191	278	12.7
Female	1097	1088	145	13.3
Male	1091	1079	125	11.6
Non-Binary	24	24	8	33.3
American Indian or Alaska Native	5	5	1	20.0

Asian	622	619	43	6.9
Black or African American	18	18	1	5.6
Filipino	33	33	2	6.1
Hispanic or Latino	629	616	135	21.9
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	174	172	15	8.7
White	725	722	78	10.8
English Learners	157	147	46	31.3
Foster Youth	7	6	4	66.7
Homeless	24	22	9	40.9
Socioeconomically Disadvantaged	460	446	112	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	256	254	92	36.2

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.04	1.64	2.12	0.06	1.75	1.97	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.12	0
Female	1.73	0
Male	2.57	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.48	0
Black or African American	0	0

<b>Filipino</b>	3.03	0
<b>Hispanic or Latino</b>	5.41	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0.57	0
<b>White</b>	0.97	0
<b>English Learners</b>	13.38	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	4.17	0
<b>Socioeconomically Disadvantaged</b>	6.09	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	5.47	0

## 2023-24 School Safety Plan

Maintaining a climate that is conducive to academic excellence as well as positive engagement and well-being are our highest priorities. The district supports this effort through rigorous follow-through on school safety and student behavior concerns. 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 2022-23 based on current data and stakeholder input.

GOAL #1 Follow evidence-based practices to support student, staff and visitor safety related to Covid.

GOAL #2 Provide access to appropriate social and mental health, as well as discipline procedures, that support a climate of inclusion, respect and responsible behavior.

GOAL #3 Improve parking access and transportation safety for students and staff.

GOAL #4 Review and training related to emergency and safety issues for students and staff

The Board of Trustees adopted our 2022-23 School Safety Plan on April 24, 2023.

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

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

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

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	45	46	
Mathematics	19	51	52	1
Science	27	12	62	
Social Science	26	13	69	1

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	53	45	1
Mathematics	20	55	46	2
Science	28	7	66	1
Social Science	24	24	63	4

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	281.71



## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26,441	\$646	\$17,583	\$154,366.49
District	N/A	N/A	\$7,885	\$152,464
Percent Difference - School Site and District	N/A	N/A	76.2	1.2
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	79.2	44.8

## Fiscal Year 2022-23 Types of Services Funded

Per Pupil Expenditures in the Mountain View-Los Altos district (MVLA) are approximately \$26,441. Our 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. To provide all students the opportunity to complete high school and to be prepared for post- secondary education, training and work experience, MVLA operates a variety 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. LAHS offers two sections of AVID at each grade level to support a college-going culture at our school for all students.

Over the last two years, MVLA has developed a comprehensive Wellness Program that supports students' emotional and behavioral needs. We have added a WellnessCoordinator 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), Pacific Clinics, Children Health Council (CHC) and Stanford University (Psychiatry Fellows). This group also provides parent education around issues of wellness and mental health in collaboration with the parent speaker series funding by the MVLA Foundation.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$92,469	\$57,234
Mid-Range Teacher Salary	\$147,142	\$95,467
Highest Teacher Salary	\$174,731	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$241,249	\$173,198
Superintendent Salary	\$329,023	\$277,572
Percent of Budget for Teacher Salaries	34.16%	31.17%
Percent of Budget for Administrative Salaries	5.26%	4.46%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	54.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	8
Fine and Performing Arts	2
Foreign Language	7
Mathematics	15
Science	25
Social Science	32
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	93

## Professional Development

Professional Development at LAHS supports our WASC Action Plan. We have a highly professional and dedicated staff. Individual teachers, teams of teachers, entire departments and other interdisciplinary groups of teachers work together on site, attend courses and workshops and work toward advanced degrees and National Board Certification on an ongoing basis. These professional growth activities are directly tied to the MVLA LCAP goals and the LAHS Action Plan goals and lead directly to improved practices in the classroom. The governing board and MVLA administration have consistently supported these professional growth opportunities through release time, compensation for out-of-contract time and funding for workshop

Professional Development

enrollment. Our three-member Instructional Support Team (IST) supports our professional development work on Constructing Meaning for MVLA and all teachers will eventually attend these training sessions.

New teachers, and teachers new to MVLA enjoy a fully-supported and structured Induction program, with excellent consulting teachers. Consulting teachers organize 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. Each new teacher also has a mentor assigned to them, either an induction coach if they are new to teaching or a Consulting Teacher if they are experienced but new to the district.

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	8