

**SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

LOS ALTOS HIGH SCHOOL

201 Almond Ave

Los Altos, CA 90422

Mountain View Los Altos Union High School District

March 24 – March 27, 2019

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Preface

- Include a copy of the school's schoolwide learner outcomes.
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*).
 3. The gathering and analyzing of data about students and student achievement.
 4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
 5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Below are the Expected Schoolwide Learner Results as presented in the school's 2013-14 Self Study. As part of the school's updated action plan, it plans to revisit the ESLRs and make changes in the near future.

Knowledgeable Individuals who:

- Demonstrate knowledge through a variety of measurements.
- Apply knowledge to new situations.
- Reflect on and evaluate the value and validity of new information.

Effective Communicators who:

- Convey ideas and information through a variety of media.
- Demonstrate an awareness of intended audiences.
- Utilize technology in a responsible manner.

Critical and Creative Thinkers who:

- Identify problems or issues.
- Analyze and synthesize information and develop hypotheses.
- Invent new strategies to reach a conclusion or solve a problem.
- Apply original insights to new problems.

Self-Directed Learners who:

- Actively seek out new ideas and information.
- Use feedback to assess, monitor and improve performance.
- Develop scholarly habits and a strong work ethic.
- Value the continuous process of learning and progress toward goals.

Collaborative Learners who:

- Acknowledge their responsibility in completing the group task.
- Contribute and function in different roles.
- Value the contributions of group members and are willing to compromise.

Responsible Individuals who:

- Demonstrate honest, ethical and respectful behavior.
- Think about their choices and accept responsibility for their actions.
- Develop healthy lifestyles through diet, exercise and a growth mindset.

Community Participants who:

- Actively participate in improving the local and global community.
- Understand and respect different peoples, cultures and their contributions.
- Know how to identify, articulate and realize needed changes in the world around them, including a more ecologically sustainable lifestyle and economy.
- Encourage others to participate in Los Altos High School's many service opportunities

The school reports that the WASC process and Action Plans have been the driving force for continued development and improvement of the school for the past three WASC cycles (18 years). Being part of a high school district, Los Altos High School is on the same accreditation cycle as the other comprehensive school in the district. With that, the district is able to bring additional resources and focus on the WASC process.

The school began working on the current self study in spring 2017 with stakeholder surveys and focus group design. Staff were able to select focus group assignments. Each focus group was led by a teacher or teachers who was new to the WASC process and who were mentored by a teacher who had previously served in a WASC leadership role. Each focus group presented a draft in spring 2018, followed by revisions. School stakeholder participation included teachers, classified staff, administration, parents, students, and other community members.

As part of the self study process, the school collected, reviewed, and presented disaggregated student achievement data. The school has presented six action plans that were developed through the self study process.

Chapter I: Progress Report

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Since the previous self study in 2013, the school's enrollment has increased by over 500 students (29%) from 1729 to 2232. The school has struggled to maintain adequate space for the additional students, and is undergoing major construction and renovation as part of its Measure E bond program.

Also as a consequence of growth, the number of new teachers at the school has increased. The school is working to ensure adequate support and professional development for new teachers.

In the last six years, the school has transitioned to becoming a "Bring-Your-Own-Device" school where students are expected to bring a laptop or Chromebook to school each day. Students who cannot afford their own device can check out one from the school until the time they graduate. Teachers have transitioned to using Google Classroom to help with classroom management.

The school has increased the number of Advanced Placement classes it offers, and is focusing on ensuring equitable access for all students. The school has created a new "Academic Integrity" policy for all students and staff. There is also a new Homework Policy that places limits on the amount of homework that students are expected to complete, including over weekends and breaks.

2013 Action Plans

Action Plan Item #1: Alignment

- A. Continue the vertical alignment of curriculum within departments, focusing on the vertical alignment of skills and concepts.
- B. Continue the horizontal alignment of curriculum, instructional practices and assessment strategies within each course team.
- C. Further align curriculum, instruction and assessment standards with partner middle schools.
- D. Align curriculum, instructional practices and assessment strategies with the Common Core Standards, focusing on critical thinking, reading, writing, and communication skills across the curriculum.
- E. Align Administrative Staff in the implementation of federal, state, district, and school policies.

The school has done significant work over the last six years to align courses. Administration

continues to meet weekly to address alignment related issues. The school has worked to address horizontal alignment within departments and courses. It has also worked to implement both CCSS and NGSS standards.

ACTION PLAN ITEM #2: Achievement

- A. Prepare each student to meet proficiency standards set by the State, including Proficiency on Common Core Standards (when in place), California Standards Tests in each subject area, and passing the CAHSEE.
- B. Increase the proportion of all students, and each subcategory of under-represented students, who satisfactorily meet a-g requirements for UC/CSU admission prior to graduation.
- C. Increase the proportion of all students, and each subcategory of under-represented students, who complete AP and Honors courses and take AP tests.
- D. Create alternate pathways for students to succeed in high school and with post-high school plans.
- E. Monitor the achievement of EL and Redesignated students, using a variety of measures, to track their achievement on all benchmarks, plus CELDT. Develop interventions at the course, department and school-wide level to address any areas of concern.
- F. Use data at the course, department and site level to develop curriculum, instruction and assessment that addresses questions raised in our self-study. These studies would be largely based on data gathered on site, such as homework completion/achievement, course-level assessments, departmental student surveys, etc.

Because both CST and CAHSEE exams were major parts of the 2013 action plans, those efforts have now shifted with a redesigned state accountability system. Los Altos High School has made further improvements in both the number of students taking Advanced Placement exams as well as the number of students passing. The number of Hispanic/Latino students taking and passing AP exams has also increased significantly, but the rate remains far below the schoolwide AP participation and pass rates.

ACTION PLAN ITEM #3: Community:

- A. Further develop a school culture and professional climate that fosters a commitment to professional growth, high quality work and personal satisfaction for each member of the school community.
- B. Further develop a school culture where students feel physically, mentally, and emotionally safe.
- C. Further develop a school culture where parents feel that their voices are heard and respected.
- D. Further develop a climate of personal and professional respect where all voices are heard.

The school is continuing to develop an authentic sense of school pride and participation. There are several student leadership groups that are assisting staff in this area. School leadership provides opportunities for students and parents to provide meaningful input. The overall 'community' action plan has morphed to include a greater sense of student and staff wellness, and seeks ways to reduce student stress levels.

ACTION PLAN ITEM #4: Accountability and Responsibility

- A. Refine and improve our process for decision-making, emphasizing the use of the decision-making quadrants in a clear, consistent, visible manner.
- B. Ensure that Professional Development efforts are addressing our Action Plan targets
- C. Improve the process for parents and students to provide feedback to staff.
- D. Develop and maintain norms for collaborative work, decision-making and implementation of decisions at the course, department and school-wide level.
- E. Develop and implement school-wide systems that reinforce a culture of learning and accountability for all students.

The school has created “Innovation Teams,” which work to improve instructional practices schoolwide. The school uses student surveys to adjust and modify instruction and assessment. In addition, the school and district have developed an Academic Integrity Policy, as well as a Homework Policy, to improve both accountability as well as moderate student stress.

ACTION PLAN ITEM #5: Technology

- A. Continue to effectively integrate technology into the instructional program, communications systems, collaborative processes, and administrative work to match Common Core Standards.
- B. Budget permitting, expand access to new technologies and equipment.
- C. Train staff to effectively incorporate new and existing technologies in their work.

The school has implemented a “Bring-Your-Own-Device” policy where students are expected to bring laptops or Chromebooks to school every day. Students who do not have a personal device can check out on a long term loan basis from the school. The school’s network infrastructure and wireless speed have increased in recent years; however, staff members report that occasional outages and connectivity issues continue. The visiting committee observed many teachers using technology-infused lessons and students using their personal devices in class. The school recently adopted Google Apps for Education on a schoolwide basis.

Chapter II: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates).
- Other pertinent data (e.g., *attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students*).
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.
- **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Los Altos High School has grown considerably over the last six years. Enrollment in 2018-19 is 2,232 students, which represents an increase of over 500 students from the last self study. The district passed a \$295 million bond in June 2018. Measure E is being used to increase classroom and athletic facilities on campus to provide for improved facilities for students and staff.

The teaching staff at Los Altos High School has traditionally been very stable due to positive working conditions and resources provided by district funding. However, due to growth, 40% of teachers have been at the school for four years or less. The number of new teachers has provided challenges, as well as opportunities, for school leadership in terms of professional development, new course offerings, curriculum adoption, and course alignment.

Enrollment and Participation

The school reports the following ethnic distribution in 2018-19:

- Latino 26%
- Asian 30%
- White 40%
- Other 3%

The school's total enrollment is comprised of:

- 10% special education students (5% Resource and 5% SDC)
- 4% English Learners

Hispanic/Latino student enrollment in Special Education is reported at 25% per the self study, with 16% of Hispanic/Latino students qualifying for Resource services and 9% qualifying for SDC services.

The school reports the following participation in its athletics over the past five years:

| Athletics | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------------|------------|------------|------------|------------|-------------|
| African-American | 3% | 2% | 2% | 2% | 1% |
| Asian | 25% | 24% | 27% | 30% | 34% |
| Latino | 13% | 15% | 16% | 16% | 14% |
| White | 56% | 54% | 54% | 51% | 48% |
| Total enrollment: | 951 | 981 | 962 | 985 | 1022 |

The school reports the following performing and visual arts participation over the past five years:

| Performing Arts | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------|------------|------------|------------|------------|------------|
| African-American | 2% | 1% | 2% | 1% | 1% |
| Asian | 25% | 28% | 27% | 31% | 38% |
| Latino | 14% | 14% | 10% | 11% | 9% |
| White | 56% | 54% | 59% | 55% | 50% |
| Total Students: | 635 | 715 | 726 | 649 | 630 |

The school reports the following participation in its Associated Student Body over the past five years:

| ASB | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| African-American | 0 | 0 | 3% | 6% | 0 |
| Asian | 24% | 25% | 27% | 16% | 33% |
| Latino | 12% | 11% | 16% | 14% | 13% |
| White | 63% | 62% | 61% | 73% | 66% |
| Total Students | 33 | 28 | 37 | 37 | 32 |

The school reports the following participation in its AVID program over the past five years:

| AVID | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------|------------|------------|------------|------------|------------|
| African-American | 4% | 4% | 2% | 2% | 3% |
| Asian | 4% | 3% | 2% | 2% | 2% |
| Latino | 83% | 88% | 90% | 93% | 90% |
| White | 3% | 2% | 1% | <1% | 2% |
| Total Students: | 138 | 157 | 161 | 206 | 215 |

Staff Data

The following teacher data represents teacher ethnicity for 2017-18 and was retrieved from Data Quest:

| | Hispanic | Asian | Filipino | African American | White | Other | Total |
|-----------------------|----------|-------|----------|------------------|-------|-------|-------|
| 2017-18 Teacher Count | 12 | 17 | 4 | 3 | 82 | 6 | 124 |
| Percentage | 10% | 14% | 3% | 2% | 66% | 5% | |

SBAC Data

The school has reported the following SBAC results for eleventh grade students:

English Language Arts

| Group | 2018 Enrollment | 2018 % Tested | 2018 ELA % Exceeded or Met | 2017 Enrollment | 2017 % Tested | 2017 2018 ELA % Exceeded or Met |
|-----------------|-----------------|---------------|----------------------------|-----------------|---------------|---------------------------------|
| All | 517 | 91% | 82% | 524 | 93% | 82% |
| White | 229 | 86% | 89% | 212 | 90% | 92% |
| Asian | 149 | 97% | 92% | 132 | 94% | 96% |
| Hispanic/Latino | 130 | 90% | 57% | 155 | 96% | 56% |

Math

| Group | 2018 Enrollment | 2018 % Tested | 2018 Math % Exceeded or Met | 2017 Enrollment | 2017 % Tested | 2017 2018 Math % Exceeded or Met |
|-----------------|-----------------|---------------|-----------------------------|-----------------|---------------|----------------------------------|
| All | 517 | 90% | 71% | 524 | 94% | 70% |
| White | 229 | 86% | 80% | 187 | 92% | 85% |
| Asian | 149 | 96% | 90% | 132 | 94% | 94% |
| Hispanic/Latino | 130 | 89% | 30% | 155 | 97% | 39% |

Advanced Placement Participation and Scoring 3 (passing) or higher

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|------|------|------|------|------|------|
| Total Exams | 1315 | 1351 | 1636 | 1642 | 1805 | 1937 |
| Percent 3+ | 86% | 83% | 81% | 82% | 83% | 87% |

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------------------|------|------|------|------|------|------|
| Latino Students | 59 | 59 | 82 | 88 | 124 | 154 |

| | | | | | | |
|-------------------|-----|-----|-----|-----|-----|-----|
| Percent 3+ | 66% | 72% | 63% | 58% | 58% | 59% |
|-------------------|-----|-----|-----|-----|-----|-----|

Discipline Data

The total number of students suspended at Los Altos High School is relatively low. From 2013 through 2017, the school averaged about 40 suspensions per year (under 2% for all students).

The suspension count increased to 78 in 2017-18. Through March 2019 there were 80 suspensions in the 2018-19 school year. In 2017-18, 59% of suspensions were assigned to Hispanic/Latino students. For 2018-19, Hispanic/Latino students made up 73% of all suspensions (though March).

Graduation Rates

The overall graduation rate has been between 97% and 100% over the last five years.

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|------------------|------------------|------------------|------------------|------------------|------------------|
| African American | 100% | 100% | 100% | 100% | 90% |
| Asian | 98% | 100% | 100% | 99% | 100% |
| Filipino | 100% | 100% | 100% | 100% | 100% |
| Hispanic | 99% | 99% | 100% | 97% | 93% |
| White | 99% | 99% | 100% | 97% | 94% |
| Total | 99% | 99% | 100% | 98% | 97% |

Percent of Graduating Twelfth-graders Meeting A-G Course Requirements:

| | % Meeting A-G | | | | | | |
|---------------------|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Latino | 31% | 44% | 39% | 42% | 51% | 47% | 48% |
| African American | 36% | 71% | 40% | 50% | 25% | 71% | 60% |
| Asian | 84% | 93% | 95% | 90% | 97% | 96% | 91% |
| Caucasian | 88% | 81% | 88% | 82% | 83% | 82% | 85% |
| Total School | 69% | 74% | 76% | 77% | 77% | 77% | 75% |

College Attendance

The following charts show overall college attendance from a student reported acceptance record.

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Colleges/Universities | 99% | 95% | 96% | 97% | 97% | 95% | 94% |
| 4-Year Private/Public | 64% | 60% | 67% | 70% | 70% | 69% | 66% |

Source: College Acceptance Rate report

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
 - B. Standards-based Student Learning: Curriculum
 - C. Standards-based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning
 - Highlight the areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Los Altos High School staff made the decision to continue with the mission, vision, and ESLRs that were presented during its last self study in 2013. As part of the school's presented action plans, the school will be updating its mission, vision, and ESLRs in the coming months. The school anticipates that updating will consist of minor wording changes rather than major updates. The one area that will be explicitly added to mission, vision, and ESLRs is the concept of wellness and how it impacts the school community.

The school's current mission, vision, and ESLRs have commonalities with the district's strategic plan and LCAP. Mission, vision, and ESLRs are posted throughout the school.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

The Governing Board of the Mountain View Los Altos Union High School District (MVLAUHSD) has adopted a comprehensive set of board policies and administrative regulations that govern school district operations that are aligned with the school's mission, vision, and ESLRs. The district administration is responsive to student, teacher, and school needs. Input is sought before implementation of new policies or initiatives.

The district has a comprehensive Uniform Complaint Procedure in place. The school has placed posters in classrooms explaining the complaint process and how to access it.

Governing Board meetings are well publicized and open to the public. Governing Board meeting agendas and minutes are available on the district website.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

The previous WASC action plan and student achievement data are the two main focuses of the on-going planning and decision making process at LAHS. The school Leadership Team takes the helm in driving the school's efforts to refine the school goals for the year. Department Coordinators sit on the Leadership Team and represent their disciplines, while also taking back school issues to department meetings for further discussion and feedback. Families are involved in the school planning process through participation in the PTSA, MVLA Foundation, Site Council, and various booster organization. To inform decision making, all school voices are routinely requested through the use of surveys (staff, student, and family).

The school reports that its Single Plan for Student Achievement (SPSA) is fully integrated with the WASC self study report and action plan. Staff continues to use data to assess the implementation of SPSA and WASC goals, including: AP/Honors enrollment and assessment, attendance records, standardized test scores, and survey feedback (concerning everything from CAST testing schedule to the implementation of the district's new homework policy).

In addition to the Leadership Team, the school's Innovation Teams work to address targeted aspects of their WASC action plan. Teams are given autonomy to create their own project and identify the areas of the school they would most like to improve. Recent examples are Innovation Teams that targeted wellness, STEAM, equity, alignment, and AP Success. Thanks to these teams of teachers, there is now a robust STEAM academy and school practices around wellness.

To report out to all stakeholders, LAHS has a variety of communication channels and structures that continually disseminate information. The Eagle Drive is a common folder on Google drive that all staff have access to in order to acquire and share important documents. The Morning Announcements are video announcements that are viewed at the start of 2nd period each day and provide the school community with information regarding on-campus activities. There are monthly staff meetings and department meetings where minutes are shared with all stakeholders. The LA Times is sent out each Friday by the principal to inform school staff of important events, schedules, grants, and updates. The District Dispatch is sent out by the district to communicate updates from the Superintendent, personnel, ed services, business services and technology services. In addition to all these communications, staff uses email and classroom phones for more immediate and pressing needs for students and families.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

LAHS and the district office developed a systematic approach to hiring and retaining highly qualified staff. The candidate selection process begins with paper screening, moves to an interview that includes a broad cross section of stakeholders (administrators, department members, students, and occasionally parents), sometimes moves to a demonstration lesson, and concludes with an interview with the principal before a final offer is made. Based on feedback from a stakeholder survey, the school makes an effort to look for candidates with ethnic diversity and wide ranging life experience. Once hired, teachers are fully supported through a multi-tiered group of resources that include the Beginning Teacher Support and Assessment (BTSA) and the Instructional Support Team (IST), where new teachers are met with on a regular basis and given ongoing feedback throughout the year. Administration also conducts frequent walk-throughs to provide additional supports and feedback. Finally, student surveys are conducted to elicit in-depth student feedback and provide new teachers with additional commentary in looking at their practice.

Since the last WASC visitation, the school has further developed their Leadership Team model as a monthly mechanism for transparent decision making. Additionally, site administrators meet monthly with department coordinators as an extra layer of communication and to dive into operational practices. The administration finds multiple outlets of communication to all stakeholders, including: monthly staff meetings, staff chats once a quarter, and weekly announcements (called LA Times) that reaches all staff and families. The school is working to continue to bring transparency in all decision making and communication.

Both the school and district fully support professional development at the site; these plans include work around literacy, student collaboration, relevant curriculum, wellness, course alignment, and technology training. Yearly professional development culminates in the Learningpalooza, where staff members come together and share best practices and learnings

from a variety of professional development. Additionally, the district has monies for the Curriculum Institute, where individual teachers apply for content or course level professional development for themselves or course teams. Staff members also have the opportunity to be members of an Innovation team, working on a team to further school goals, such as: digital citizenship, wellness, academic integrity, growth mindset, AP success, and STEAM.

To assess effective teaching, the district has established a comprehensive evaluation system based on the California Standards for the Teaching Profession. Before a teacher is granted tenure, he/she undergoes a careful plan of observation (at minimum 3), feedback, and evaluation. Additionally, a student survey is used as a supplementary resource for evaluation, as well has data analysis and a review of student products. Tenured teachers may opt for an alternative evaluation where they explore professional development opportunities tied to areas of interest and/or need.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

Through the vehicles of surveys and various stakeholder meetings, the school regularly evaluates the site's progress towards fulfilling district goals, LCAP goals, and WASC action plans. Voices from across the campus are encouraged to be a part of the long-range planning for the school, including: certificated and classified staff, students, families, district personnel, and board members. Many areas of need have been identified by these groups and the school has worked, supported by funds from the district, state, federal government, and MVLA parent foundation, to address these needs. These include lowering the student/teacher ratio for 9th grade English and math to 20:1, creating a double period support class for at-risk students in English and math, a support class called the "The Academy" for at-risk 10th, 11th and 12th graders, extended hours in the Library for after school use, co-taught courses in science, math and health for Special Education students, addition of a college adviser for 11th and 12th grade students, and many more.

The administration at the site level and district level have allocated resources towards the goal of improving the academic achievement of all students by beginning to align curriculum and grading practices, promoting the achievement of students in STEAM, supporting the wellness of students, providing facilities that enhance learning and maintaining fiscal stability.

LAHS has a well-qualified staff that is supported and trained from when they begin their work through their ongoing tenure at the school. The Beginning Teacher Support and Assessment Program (BTSA) and the Instructional Support Team (IST) both provide layers of support for all new teachers (new to the profession and new to LAHS). These supports include formal workshops, observations, and meetings but also informal before, during, and after school

events. For all teachers, the district and site provide comprehensive professional development opportunities in areas of need addressed both the LCAP and WASC action plan, as well as supporting off site professional development for teachers in areas of interest. The district and board allocate considerable resources towards the hiring and nurturing of all staff members, including: competitive salaries, innovation grants, and wellness opportunities, which include access to the on campus fitness center, zumba classes, and access to wellness experts.

In addition, the staff has access to a myriad of robust instructional materials. Decisions for acquiring new materials, or replacing current materials, is based on department needs, which in turn is based on the needs of the students. The Bring Your Own Device policy, which is supplemented for students in need by the oncampus Chromebook check out policy, has decreased the need for traditional textbook replacement but has increased the need for technology support. Staff members can apply for district Innovation grants to received funding for resources outside the scope of their department budget. A comprehensive district and school site audit is conducted each year to ensure annuals budget and accounting practices are aligned with district, LCAP, and WASC goals.

Since the last WASC cycle, the school has experienced rapid growth and has responded with infrastructure developments, that will continue following the passing of Measure E in June of 2018. To date, a new World Language/Art building was constructed, men's and women's locker rooms were renovated, along with a new weight room. New construction begins this summer to add over 20 new classrooms to replace aging portables, and updated athletic spaces. In a second phase, a student services/wellness building will replace current attendance/administrative spaces to house even more support services and resources for all students. All observed spaces appeared safe, functional, and well-maintained.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The school's mission, vision, and ESLRs reflect the school's focus for student achievement and improvement.
- Staff relates that the school's action plans are aligned with the district strategic plan and LCAP.
- The school worked to include all stakeholders in decision making processes.
- School staff feels supported and encouraged by district leadership.
- The school has clear and strong systems for communicating and disseminating information to all stakeholders.
- The school has developed an effective model for department coordinators and the Leadership Team.
- The school and district provide ample opportunities for professional development and learning.
- The district has developed a comprehensive and transparent teacher evaluation process.
- New teachers benefit from robust assistance from the Induction program and the Instructional Support Team.
- The MVLA Foundation supports the school and district to lower class size and provide additional staff which are targeted to work directly with students.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- The school should work to update its mission, vision, and ESLRs to align with its self study findings and its updated action plans.
- The school and district are working to construct new facilities to better serve the increased student enrollment.
- The school should review how resources are allocated to better assist low performing student populations.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- School self study report
- Interviews with district leadership
- Focus group meetings
- Classroom observations
- Parent meetings
- School and district websites

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Starting from the belief that “all students, regardless of circumstances outside the classroom, are capable of rigorous academic preparation for post-high school success,” Los Altos High School has a robust, varied curriculum that clearly addresses the Common Core State Standards and, for AP courses, College Board Standards. From the variety of courses offered to the coordination within departments to ensure that all students have access to rigorous curriculum, the school clearly prioritizes and supports student learning. The wide variety of course offerings not only allow students to fulfill their high school graduation requirements, but to exceed them as well.

Whether in planning professional development or in teaching, many staff use current educational research to improve their practice. Research on using data effectively has informed certain departments’ practice at the beginning of the year. For example, the English Department administers a diagnostic reading and writing assessment to ninth graders when the school year starts to identify students who may need extra support (whether a skills class, a referral to the Tutorial Center, etc.). Student achievement results from the CAASPP, including both ELA and Math, has shown improvement over the past three years.

The school’s curriculum includes facets that students can apply to their daily lives and is, therefore, both academic and practical. Departments focus on key universal skills, such as literacy, to ensure student success in the future. The AVID program appears to be helpful in preparing students for college readiness, and AVID teachers receive training at both UC and CSU counselor conferences. Additionally, with all general education courses receiving UC a-g approval, students’ college and career readiness is built in to the school’s curriculum.

Departments plan their curriculum backwards with the standards and expected learning outcomes as the starting point. They continue to strive to align their assessments and communicate about skills within their content areas so that ideally students have similar learning experiences. For example, the English Department focuses on a key area for instruction and articulation, with vertical alignment a part of that process; the recent focus is research, with the end product being a senior research paper.

The visiting committee observed higher-level instruction that was clearly and strongly related to content standards and the ESLRs. For example, many of the ESLRs emphasize communication, collaboration, and critical thinking. In numerous classrooms, students collaborated on group work that addressed a great deal of the content standards and elicited

critical thinking. Another indicator of congruence is the school's extremely high graduation rate of 99% with over 70% of students meeting UC a-g requirements.

LAHS teachers often work on teams that transcend individual departments. Innovation teams comprised of staff from various departments share best practices and work to create a positive impact on student learning regardless of the student's course. Examples include the AP Success Team, focusing on increasing access of underrepresented groups in AP courses, the Co-Teaching Innovation Team, focusing on helping teachers with differentiation, and others. In conversation with teachers, the visiting committee learned about numerous examples of cross-departmental collaboration in such areas as supporting struggling students, closing the achievement gap in AP/Honors courses, promoting positive student mental health, etc.

Because all ninth grade core academic teachers from both high schools in the district and their feeder schools meet yearly to ensure common expectations between sites, articulation is a central part of the school and district's approach to student learning. Annual or occasional meetings of the English Dept., Special Education Dept., and STEAM-related departments, AVID Team, etc. with feeder schools and parents ensure some degree of consistency, improvement in instruction, and parent clarification on course and school expectations.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

The school strives to offer a wide variety of classes, from core academic classes to electives such as Culinary Arts, Robotics, Dance, etc. Meeting with students once a year to discuss their pathways for postsecondary life, counselors assist students in course selection and provide resources for non-traditional pathways. To offer students experiences beyond traditional high school courses, LAHS has partnered with nearby Foothill Community College to offer certification in child development and through the district's Adult Education program has offered early nursing certification.

In addition the the full-time counselors, the College/Career Center staff, and Tutorial Center staff help students to be aware of and select available and appropriate classes. The College/Career Center staff also facilitates job shadowing and career exploration, further broadening students' curricular experiences.

Ninth Grade/New Student Orientation offers students an introduction to the school, opportunities to meet their classmates, and options to explore courses and the campus through campus tours and meetings.

The "open access" policy for AP and Honors courses opens these courses to all students who are academically prepared; they are able to make informed choices about their coursework with their families. The traditional "gatekeepers," such as entrance tests, portfolios, summer

assignments, and pre-readings, have been eliminated since 2006. This has resulted in a marked increase in students taking AP and Honors courses, thereby indicating that students are taking advantage of a range of academic offerings. The increased access to AP courses has not had any impact on the overall passing rates for students. The number of Hispanic/Latino students taking AP tests has almost tripled since the last self study in 2013. The effort to enroll underrepresented students in such courses continues within the AVID and the AP Innovation Teams. The visiting committee observed, through conversation with AVID students and school administrators, a commitment to this effort; students felt that there was a genuine attempt to include them in such courses.

Departments strive to make their curriculum meaningful and practical. From the Science Department's emphasis on meaningful experiments that connect to everyday life and creation of courses that appeal to student interests to the English Department's focus on Reading Apprenticeship strategies and research, LAHS recognizes the nexus between academics and the real world. In English and Social Studies classes, students can choose their own topics for research papers, making their curriculum more relevant to their daily lives. The visiting committee observed other instances of this class-to-world connection, including culinary classes and discussion of students' experiences as they relate to specific content areas (i.e., personal finance in Mandarin Chinese).

Counselors assist students and their families in monitoring progress toward their post-high school transition(s), including keeping tabs on students who are on the "In Danger of Failing" lists; EL students receive similar support. Students in need of credit recovery may take advantage of online courses, Crossroads, Adult Education, etc. In designing a plan to support students with a variety of needs that the traditional program may not meet, the school and district offer many alternatives: Alta Vista High School (an alternative high school), Moffett Independent Study Program, Home Hospital, Middle College, College Now, the Freestyle Academy, and others. These options appear to address a variety of needs and offer students flexibility in navigating many paths during and after high school. The school recognizes that it needs to follow up more on students once they graduate, particularly those students taking alternative pathways.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- The school provides rigorous, engaging curriculum, with a variety of course offerings.
- Staff has a student-centered focus in instruction, with meaningful and relevant lessons.
- There are numerous supports for struggling students.
- The school demonstrates a strong commitment to meaningful intra- and inter-departmental collaboration.
- The school and district provide numerous opportunities for professional development aligned with WASC action plans and the district strategic plan.
- Course teams have worked to develop alignment of instruction within departments, leading to both consistency and inter-department cohesion and collegiality.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Students would benefit from an increased focus on curricular options for those whose post-secondary plans do not include 4-year college.
- The school should continue existing work on including underrepresented students in AP/Honors courses.
- Teachers expressed that ESLRs are not fully integrated into school culture and not frequently referenced.
- SBAC scores reveal that there is additional work to do to further narrow the achievement gap

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Evidence from self-study
- Visiting Committee observation of classes
- Group discussions with students and teachers
- Individual discussions with students
- Meetings with site administrators, parent group, and district office staff
- Evidence provided by the school in Google Docs

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

In the last 6 years, LAHS has focused on adopting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Departments worked to adapt learning objectives, course pacing, and course organization to meet the new state and national requirements. Many departments are allowing students to work through different modalities and differentiated instruction, including: relevant/real work course work, discussions, presentations, project-based learning, explicit instruction, collaborative learning, inquiry-based laboratory practices, cases studies, etc. The school and district created Course Teams to further develop and monitor curriculum and supports for each course in the school to continue the work of the school around CCSS and NGSS implementation.

To ensure all students have the opportunity to meet the a-g requirements, and engage in courses aligned to the CCSS and NGSS, the staff of LAHS created new courses over the past six years, bringing further challenging and rigorous options to all students. These courses include: Human Biology, Environmental Science, Advanced Scientific Investigations, AP Physics, Design & Prototyping, STEAM Foundations, AP Human Geography, and AP Psychology. Students have the ability to go beyond the traditional 6 period day with additional course offerings in zero period and 7th period.

In an attempt to advise students in their journey through LAHS, course selection conversations occur in all classes. Last year, each department created 5-8 minute videos that highlighted the content of each course offering and the work involved to be successful in each course. Teachers and students then engaged in conversation around specific course content, skills needed for success, the experience in the classroom, and the time management plan needed for each. These conversations, coupled with a robust guidance counseling program and College/Career Center, allow all students to choose the path specific to their own needs and dreams.

In addition, rubrics are being implemented across curricular areas to make expectations clear to all students, and guide students towards a better understanding of how to demonstrate proficiency. At the same time, students are engaging in self-reflection, taking the opportunity to compare their work to rubrics before submitting to the teacher. Many courses are also offering students the opportunity to resubmit work based on feedback, to review and revise and raise the level of mastery. Course teams continue to calibrate grading practices and discuss uniform policies for their course, grade level and department. One such uniform policy addresses the need for individual grades in group work; acknowledging the need for cooperative learning to occur across all disciplines and the need for individual assessment of student progress and learning.

One new strategy recently implemented at LAHS is a co-teaching model that opens the door of access to all students, embedding accommodations into the teaching practices of the class, using the expertise of the content area teacher and the special education teacher. The district provided funds for professional development and staffing to ensure teachers have support in moving forward with this new construct. Additionally, there are plans to add even more co-taught classes next year so that students in Special Education can access the most inclusive learning environment.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

Since the last WASC visit, LAHS has moved to a 1:1 digital school. Students have the option of bringing their own device or using a school Chromebook. This move changed the landscape of available online tools and learning opportunities for all students. Students are now accessing a variety of instructional tools to aid in learning: Membean, Actively Learn, Quizlet, Kahoot!, NewsELA, QLab, and the Google Suite. The use of computing devices in all classes has resulted in more integrated use of multimedia and technology and an equity of access. The use of 1:1 digital devices now allows students and teachers to move beyond the classroom and textbook, and access informational and instructional tools from beyond their borders. Students can now utilize research databases previously only used by college students and teachers can now incorporate non-traditional educational resources, such as: podcasts, webinars, documentaries, online experiments, etc. Utilizing Google classroom, and other online tools, teachers are able to better differentiate instruction and give formative feedback. Whether students are accessing a fun Kahoot! in the middle of a lesson or using Google docs to create a shared project, these tools are allowing for collaboration and learning that lead to improving 21st century skills.

More and more classes are turning into student-centered courses, where students become self-directed lifelong learners and share the cognitive lift in the classroom. In some courses, there is a new focus on project-based learning, on student led discussions, Socratic Seminars and simulation activities. This collaborative work allows students to demonstrate their higher order/critical thinking skills while also learning valuable 21st century skills.

In an attempt to address the wellbeing of all students, and facilitate learning while reducing stress, the LAHS staff trained on Mindfulness techniques. As a result, there is added curriculum on Mindfulness to the PE curriculum, techniques used during Tutorial Tuesdays and several professional development opportunities, supported by district funds, for all staff. Students report feeling well supported in this area, and prepared for the challenges of their schedules because there are many ways to receive assistance in specific courses (by accessing the Tutorial Center during the day or after school, seeking out the assistance of teachers before, during and after school), and many ways to seek counseling services (referral boxes around campus, licensed therapists on campus) when dealing with anxiety, stress, and depression.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- The school offers a wide range of challenging courses.
- Teachers use the available digital platforms extensively across all disciplines.
- In all courses, there are differentiated instructional resources that go beyond the textbook.
- The school implemented a new co-teaching model in six courses to support the needs of Special Education students.
- Students have extensive access to teachers before school, during lunch, during tutorial, after school, and online.
- Numerous students frequent the Tutorial center to receive additional help with course work.
- There are a myriad of tools available for post-high school resources from embedded tools in AVID courses to speakers in the College/Career Center, access to a dedicated College Counselor for 11th and 12th grade students, field trips to colleges, college fairs, and more.
- The district's new homework policy demonstrates responsiveness to community concerns around stress and to promote wellness.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Teachers should continue to be deliberate and thoughtful in their use of technology and to evaluate the effectiveness of the various digital platforms.
- The school identified a desire to develop additional cross curricular collaboration and integrated curriculum to emphasize collaboration, critical thinking, creative problem-solving, and other skills that will ensure students perform well in post-high school choices.
- To further foster wellness and reduce stress, the school should continue investigating options for a school-wide assessment procedures to avoid multiple large assessments (exams, projects) due on the same day.
- The school should further investigate ways to provide meaningful methods for students to revise their work and show continued learning.
- Staff should continue its work in the area of implementing instructional practices that address the needs of all learning styles, particularly to address the school's achievement gap.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Evidence from self-study
- Visiting Committee observation of classes
- Group discussions with students and teachers
- Individual discussions with students
- Meetings with site administrators, parent group, and district office staff

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

LAHS teachers and staff collect, disaggregate, and analyze data at various levels. Student performance (progress reports, grades, SBAC scores) is mailed home to parents, as well as loaded in the Student Information System (SIS) for teacher access. SBAC data is disaggregated based on ethnicity, socioeconomic status, and SPED classification and discussed in Course Teams and department meetings. Data is also collected at the department level in course-alike common assessments that are aligned to Common Core standards. Teachers report that work has been done by Course Teams to create exams in English that are reflective of SBAC tasks and skills.

CCSS and NGSS are used as a road map to direct assessment. Course Teams have used professional development time to align rubrics and assessments to the agreed upon standards, learning outcomes, and Common Core guidelines. The Curriculum Institute provides funding for departments to train it's members on the last assessment techniques. Interim Assessment Blocks (IABs) are used in class to provide students with additional practice on types of questions and tasks that are used in SBAC testing.

The self study indicates that Naviance is used as a tool to monitor student growth and progress towards college and career goals. Counselors meet with students at least once a year, and can also use SIS to determine if additional meetings are needed based on grade reports. Teachers can also refer students who might need additional support to the Student Assistance Team.

School leadership and staff at LAHS meet regularly to review and discuss assessment data. Semester grade distributions are used to identify discrepancies in grading standards and calibration. Course Teams use data from common assessments to guide discussions regarding grading policies and effectiveness of assessments. Excessive homework load was an area of concern for students and parents so the district created a homework policy, with the input of stakeholders, to limit the amount of nightly homework students have and create homework free breaks and weekends. Student feedback on this policy has been considered and used to make ongoing revisions to the policy.

Course Teams and departments evaluate common assessments to determine strengths and weaknesses of the current curriculum and teaching practices, and to train new teachers on common practices and grading policies. Based on literacy gaps, LAHS has offered Reading Apprenticeship which emphasizes skills to promote student literacy that will help across multiple disciplines. An AP Innovation team was created based on feedback through work with the

Stanford University Graduate School of Education to help increase the enrollment of underrepresented populations in AP classes.

District and site administration annual review student achievement data to monitor a-g completion rates, standardized tests results, and department/grade distribution. Based on this data, changes have been made with the introduction of new AP courses, and the support classes for college-prep level classes. Spanish for Spanish Speakers was also created based on the need to help support students for success in AP Spanish Language.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

The LAHS Leadership team and teachers review student data on tests such as the SBAC and AP exams, and share performance data with parents, students, and staff. That data is disaggregated to show performance trends, and determine if the district and school goals of student achievement are being met. Course Teams work together to determine a common timeline for assessment in their courses, with most using a summative assessment at the end of each unit.

Course Teams have collaborated to identify common student learning outcomes that should be assessed at the end of each unit, and in some cases, have created completely common assessments. The district has provided time for teachers to meet in order to assess the outcomes of assessments and discuss the implications of the data, as well as focus on specific information related to certain department research questions. Teachers have begun to use more formative assessments than previously in order to assess student readiness as the lesson progresses.

Teachers update assignments and grades in the SIS regularly, which allows students and parents to access grades. There is a space for commentary on SIS for individual grades that does allow teachers to communicate more specifically. In addition, teachers have been experimenting with the use of digital feedback as a method to provide more timely responses. Students report that their academic experiences at LAHS have helped make them more knowledgeable learners, effective communicators and self-directed learners, but there is room for improvement as only 60% of students report feeling that “teachers provide useful feedback on work I have turned in.”

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- LAHS has made significant progress in moving towards horizontal alignment in Course Teams.

- Collaboration regarding course-alike assessments has produced positive results and data to help guide practices and decisions.
- Data is gathered and analyzed on a regular basis to assess the extent to which learning goals are being met.
- The school has a culture that welcomes data conversations, including open dialogue with school and district leadership.
- The school uses assessment data to identify additional needs and concerns so that it can allocate additional resources appropriately.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- The school should continue to review achievement data for groups that perform well below schoolwide averages.
- The school has identified the need to explore alternate methods for providing meaningful and timely formative feedback to students.
- The school should continue to address the inherent conflict that exists between assessment and the desire to reduce student stress levels.
- The school should continue its horizontal alignment work to expand vertical alignment within departments.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study
- Focus group meetings
- Student group meetings
- Meetings with administration
- Meetings with District Office

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

LAHS regularly communicates with parents through the school website, and various “e-lists” that parents can subscribe to. There are many parent groups that facilitate and support parent involvement and decision-making (BTSN, LUCHA, Boosters) . The parent groups volunteer to serve as mentors/tutors, support various activities (STEM Week, World Languages Week, etc.), and encourage involvement of non-English speaking parents. Parents have access to Aeries, and the school provides training for Latino parents to learn how to access the system. Business/Industry are involved in learning process through acting as guest speakers, college application and college essay support, and participation in the ASI Class Symposium.

The MVLA Foundation provides money every year to fund many programs at LAHS (extended library hours, textbooks, career development programs, etc.). The College/Career Center works to bring in guests to speak with juniors and seniors to prepare them for the college application process, and LAHS hosted the District College Fair in Oct. 2017. There are many opportunities for students in specific programs to participate in job shadowing, field trips, and conferences. There are various programs at LAHS that bring in guest speakers and professionals to speak to or work with students (STEAM Week, Writer’s Week, health classes, etc.). LAHS continues to look for ways to integrate opportunities for general education students to explore career opportunities and pathways on a more continuous basis through electives and programs.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

LAHS has a focus on teaching digital citizenship and setting guidelines for technology use. Posters provide guidelines for proper behavior in each classroom. LAHS has well-defined safety and emergency protocols in place that are clearly posted in every classroom. Classrooms are also equipped with emergency kits, and there are five AED boxes on campus with specific staff trained to use them. The school has implemented additional health and wellness protocols and supports, as well as suicide prevention training for staff and affirmative consent presentations for students. LAHS administrators attempt to ensure students miss as little class time as possible in regards to drug/alcohol violations by referring them to outside resources for support, but report there is still room to improve in drug and alcohol education and prevention. LAHS students report feeling safe on campus. Students and parents agree the school grounds are well-maintained and clean, but that bathrooms are an area of concern as expressed by staff and students.

The District Office and LAHS have set a goal that all students will achieve academic success, and they have implemented programs and changes to take steps to reach that goal. They have reduced class sizes in many classes, and introduced a co-teaching model. LAHS has a number of programs in place to celebrate the diversity of their campus. The Black Student Union and Latino Student Union have robust programs that celebrate and recognize students members. There is also an annual Diversity Week that includes school activities to highlight different school groups and programs. LAHS has programs in place, like Challenge Day and Camp Diversity, to address their changing population and diversity. 16% of students reported having something mean said or done to them because of their race and 6% because of their sexual orientation. LAHS continues to develop better ways to help support student interaction to eliminate those problems. Students reported to the visiting committee that LAHS is a safe and welcoming place, and students reported that bullying does not occur. Discipline data shows a disproportionality of suspension rates for hispanic students when compared to the overall school population, with an increase in total suspensions since the 2016-17 school year.

LAHS has a system in place for consistent communication and collaboration among stakeholders. Staff meetings are held monthly, and time is built into the school schedule for weekly department meetings. Overall, staff feels what working relationships school-wide are professional and respectful. A number of groups exist that contribute to the communication among stakeholders: Leadership team, MVLA DTA, and teacher leaders of the content specific teams. The SPSA is developed by the School Site Council (includes teachers, students and parents) and is aligned to the LCAP and WASC goals. The self study reports that the Associate Superintendent of Educational Services seeks input of stakeholders through and then reviews findings with an advisory team to make recommendations about what should be included in the LCAP and SPSA.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

There are numerous programs at LAHS that provide support for student needs. To support students' academic needs LAHS provides a Tutorial Center that is staffed every day with parent and peer volunteers, and the library is open every day from 7:30 am to 5:30 pm. Counselors meet with every student each year to evaluate and update their academic plan and choose courses for the following school year. One of the areas of focus for LAHS is student wellness, and, to meet that increasing need, the school has implemented a number of programs that provide a multi-tiered approach. Student surveys show that 81% of students feel stressed about school at least one day a week. Students can submit a referral for themselves or a classmate, and teachers can refer students as well. The appropriate staff member will follow up as needed. There are many resource links available on the school website. The school employs therapists who are available to students as needed. 57% of students surveyed feel like there is at least one staff member that they can trust and talk to; the visiting committee had anecdotal conversations with various student groups indicating the students overwhelmingly felt they were supported. One area that students and staff at LAHS believe could improve is the process that is used to refer students for services. They report that having a more streamlined process could give access to programs more quickly if there was one specific person to approach rather than many different people. The College/Career Center offers a Teen Job Fair to students, as well as facilitating job shadowing for SPED students.

LAHS students have different opportunities to access rigorous standards-based curriculum. The school provides skills classes to support success in college prep core subjects, offer open-enrollment to all AP/Honors classes, and provide support classes for SPED students in mainstream courses. As a 1:1 digital device school, the use of technology has allowed teachers to further differentiate. LAHS also offers programs such as Freestyle Academy (partial day focus on media/arts), Middle College (allows students to enroll concurrently LAHS at a junior college), and College Now (enrolled at a junior college while still maintaining their enrollment at LAHS) to allow for alternative paths through education. Additionally, AVID is also a program used to support over 200 students in their goal of first-generation college admission.

Support for student learning at LAHS begins before students begin their 9th grade year. LAHS administrators and counselors meet with feeder schools to identify the unique needs of their incoming students, as well as meeting with the parents of students with 504s and IEPs to set up appropriate services. In the first few weeks of school, teachers can identify students who may be in need of additional support in college prep level courses so they can be placed in a skills support class. LAHS has an At-Risk Implementation Team that meets regularly to discuss student achievement and appropriate steps that can be taken to support their success. The AP Success program was also created to help support underrepresented groups to enroll and be successful in AP classes. The program allows them to meet the teacher of their class before the school year starts, and provides additional support for six weeks at the beginning of the school year to help promote the skills needed for success in their classes.

LAHS has recognized that there is a disproportionality in the demographic distribution in advanced/honors classes. To address this issue, they have an open-enrollment policy in all classes, and have worked in collaboration with the Stanford Graduate School of Education to study improving the access to and success of underrepresented students in AP Classes. LAHS provides a tutorial period once a week that allows students to visit teachers as needed for additional help, and the Tutorial Center provides peer and adult tutors on a volunteer basis. There are 5 classes that are co-taught to provide additional support for SPED students to be successful with the rigorous material. Summer School is an option for repeating courses as needed, and students can take junior college classes to accelerate, and two professors from Foothill come to teach advanced math. 77% of students report that the courses are challenging but not too difficult for them to succeed. According to a 2017 survey, 34% of students report that in the future having block days four days a week is their highest priority, which was echoed by staff, with the belief that it would contribute to less stress and better management of classwork/homework load.

LAHS provides plentiful opportunities for student involvement in curricular and extracurricular programs. There are 51 sports teams, over 100 clubs, and according to student surveys they report feeling that they are encouraged to participate in those activities. In addition, there are many events offered throughout the year that provide additional curricular activities: instrumental and vocal performances, Poetry Slam, Writers Week and STEM Week are just a few. The school had previously identified an area of need was school spirit and attendance at games and activities, so they created the Blue Crew to help organize students and encourage attendance at sporting events. Attendance has increased, but students report that, with better advertising, attendance could be improved at not only sporting events but at art, music, and theatre events as well. It is difficult to examine the extent to which these activities align with the ESLRs, as LAHS is still in the process of revising their ESLRs.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- LAHS has adopted a strong focus on wellness and has numerous resources available to students.
- Students at LAHS report that teachers and staff are available and that their passion for their job and students make students feel supported.
- LAHS is responsive to student academic and personal needs as evidenced by referral boxes, teacher recommendation/referral, counselor/admin identification, etc.
- There are opportunities for students in special populations (SPED, AVID) to take advantage of field trips and career/internship programs.
- The AVID programs supports student success and involvement in numerous ways to attempt to ensure equitable access.
- LAHS staff are visible at lunch and passing periods and interact with students continuously.
- There are numerous ways that students receive recognition through awards evenings, lunches, and other celebrations.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- LAHS staff and students report that they would benefit from enhanced and clearer communication around how to access all available resources on campus.
- LAHS should continue to look for ways to integrate career exploration and opportunities for ALL students, rather than specifically special populations, that still allow them to be on track for college (non-AP electives, a-g approved electives, etc).
- The school should review discipline data and reasons that Hispanic/Latino students are suspended at a higher rate than other student groups.
- Student and staff identified a desire to review the bell schedule and calendar to better support student wellness as well as allow for professional development.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study
- Focus group meetings
- Student group meetings
- Meetings with administration
- Meetings with District Office

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. The school has a culture that is student focused and values parent input.
2. School has developed a strong focus on student and staff wellness.
3. The school has a culture that promotes inclusion.
4. The school makes good use of its resources.
5. Students are recognized and celebrated.

The visiting committee has added the following areas of strength to the school's developed list:

6. Staff is dedicated, professional, and very student focused.
7. Students are articulate, inquisitive, polite, motivated, and proud of their school.
8. The campus is clean and beautiful, and offers amazing learning facilities.
9. Schoolwide communication is a strength.
10. The school offers a large number of programs aimed at improving achievement of struggling learners.
11. The school offers an amazing array of both academic and elective course offerings.
12. Technology is routinely used as a tool to enhance teaching and learning.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Streamlining of resources and better coordination of access to resources for students.
2. Investigate ways to continue to build sense of community for all members of LAHS.
3. Continue to look for ways to reduce and manage stress while maintaining high rigor and relevance.
4. Continue to address course alignment issues including pacing, expectations, and grading issues among Course Teams, departments, and on a schoolwide basis.

The visiting committee believes it is appropriate to add the area of "equity" to the school's list of critical areas for follow-up. The issue is addressed in the self study, but was not explicitly listed as a critical need for follow up by the school. However, the school has already addressed equity through its action plans.

The school has also presented action plans in the areas of data, facilities, and technology. These three topics were surfaced in focus group work, however were not listed by the school as critical areas of need. Despite that, the visiting committee wishes to validate the school's desire to address these three areas and concurs that the presented action plans should result in increased student achievement.

Chapter V: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan

- Comment on the following school improvement issues:
 - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - Do the action plan sections address the critical areas for follow-up?
 - Will the action plan steps enhance student learning?
 - Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?
 - Is the action plan feasible within existing resources?
 - Is there sufficient commitment to the action plan, schoolwide and systemwide?
 - Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?
 - ✓ Existing factors that will support school improvement
 - ✓ Impediments to improvement that the school will need to overcome
 - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The school has presented six action plans in the following areas:

#1 Learning - Develop richer and more genuine learning experiences for all students.

#2 Wellness and Community - Develop and implement a coherent, integrated plan that supports the wellness and sense of community of the LAHS students and staff.

#3 Equity - Establish and uphold material resources, teaching practices, and institutional systems to ensure an equitable experience for all students.

#4 Technology - Integrate technology as a teaching and learning tool that enhances academic growth and digital citizenship.

#5 Facilities - Develop and enhance facilities to address all Action Plan items.

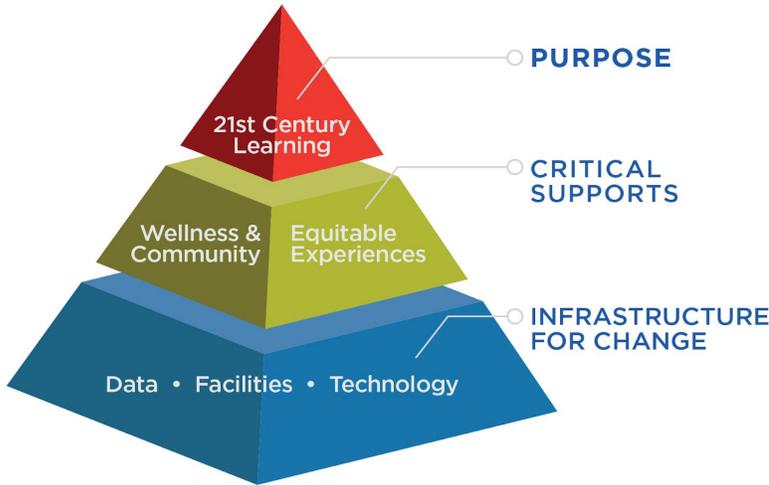
#6 Data - Improve staff skills and provide additional resources and access for the purpose of gathering, analyzing and applying data to address all Action Plan items.

The action plans have primarily been designed to address critical needs that were identified through the self study, and in particular areas identified by focus group work.

The equity action plan was not specifically identified as a critical need for follow up by any focus group. However, it is clear from the school's data that this is a critical need and the data validates the school's and district's work in this area.

The school has presented its six action plan areas in the following graphical format:

WASC ACTION PLAN GOALS 2019 - 2025



The school has ample resources to address the six identified areas, and has a strong track record of addressing needs. The LAHS action plans also address areas identified in the district strategic plan as well as the district's LCAP.

The visiting committee believes that the six areas are appropriate and address critical areas of need. The plans are well laid out and timed, and identify appropriate resources.