

Los Altos High School Annual Review

2017



A YEAR IN REVIEW

Report to the Board

December 4, 2017

The data and information assembled here show how our students are performing in relationship to our district and school goals, and on a number of board-adopted indicators. The information is intended to help our site administrators and school leadership teams to actively engage in a Cycle of Inquiry and Continuous Improvement. A review of our performance results at regular intervals enables us to assess the effectiveness of our programs and services, gives us reason to celebrate our successes, and most importantly, it helps us focus our attention, and target our resources to where they are most needed.

The trend lines are very positive. We have indeed much to celebrate and to be proud of! As a district we are committed to Continuous Improvement which starts with assessing where we are and knowing where we want to be. Our efforts to improve results flow from knowing where our challenges lie. The sustained effort over time on part of everyone in the organization, coupled with a singularity and consistency of purpose and the support from our board and our superintendent, are just some of the reasons for the progress that we have achieved over time. It is true, that “what is measured gets results”. Alone, that is not enough, however. Equally important is the sustained, unwavering focus on what the organization deems to be essential: The depth and breadth of our curriculum; the commitment and dedication of our highly qualified and excellent teaching staff who effectively deliver this curriculum, the myriad of support services and intervention programs available to our students; caring counselors, visionary administrators and support staff, to mention just a few. The district has a long standing commitment to serving all students. Our goal is to help every student reach academic proficiency and to achieve academically at the highest level possible; to become informed contributors to the world in which we live, and to develop the qualities that are needed to make this world a better place.

CREDITS

To our Superintendent/Associate Superintendents and our Board of Trustees for making student achievement the top priority in this district. Without your courageous leadership we would not be able to sustain the difficult conversations that are needed to keep our energies focused on what is best for our students, on supporting and improving the achievement of every student, and on continuing to further narrow the achievement gap and to provide all students access to powerful teaching and learning.

To our principals, their administrative teams, teachers and staff for engaging in the review of data and for listening to, and caring about the story the data tell about the achievement of our students. Their commitment to teaching and learning, and desire to see every student succeed is what motivates us to seek continuous improvement of programs and services and to target resources to where there are most needed. It is the commitment to continuous improvement that gives us the confidence that our “best days are still ahead”.

To the Instructional Support Team, who is most instrumental in guiding staff in the review and interpretation of the data. The most important work is not in the collection and distribution of data but in teaching practitioners, specifically our classroom teachers and course team leaders to use the data to inform instruction. It is this ongoing and never ending cycle of inquiry that ensures that our students are learning and achieving at the highest levels, commensurate with their abilities.

To the Educational Services staff for their tireless effort in collecting and processing data and information; and for keeping the Indicators of Student Success and other essential data reports up-to-date.

Brigitte Sarraf

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DATA DISCLAIMER

Information reported in this document may differ from the data presented at other times of the year, and in other reports. Some data are drawn from the dynamic, live Aeries database while others are based on computations of the same cut point each year, e.g., CBEDS, various state reports or reports from ETS or the College Board.

All computations drawn from Aeries are linked to how students are coded in Aeries. Any change in coding, correction of coding errors or completion of previously incomplete coding of students may affect the data presented in this report. Similarly, there may be inconsistencies that are dependent on when the data was gathered, due to the ever-changing number of active students.



SIX-YEAR GOALS

2017-2022

Improve academic achievement of all students at all performance levels by:

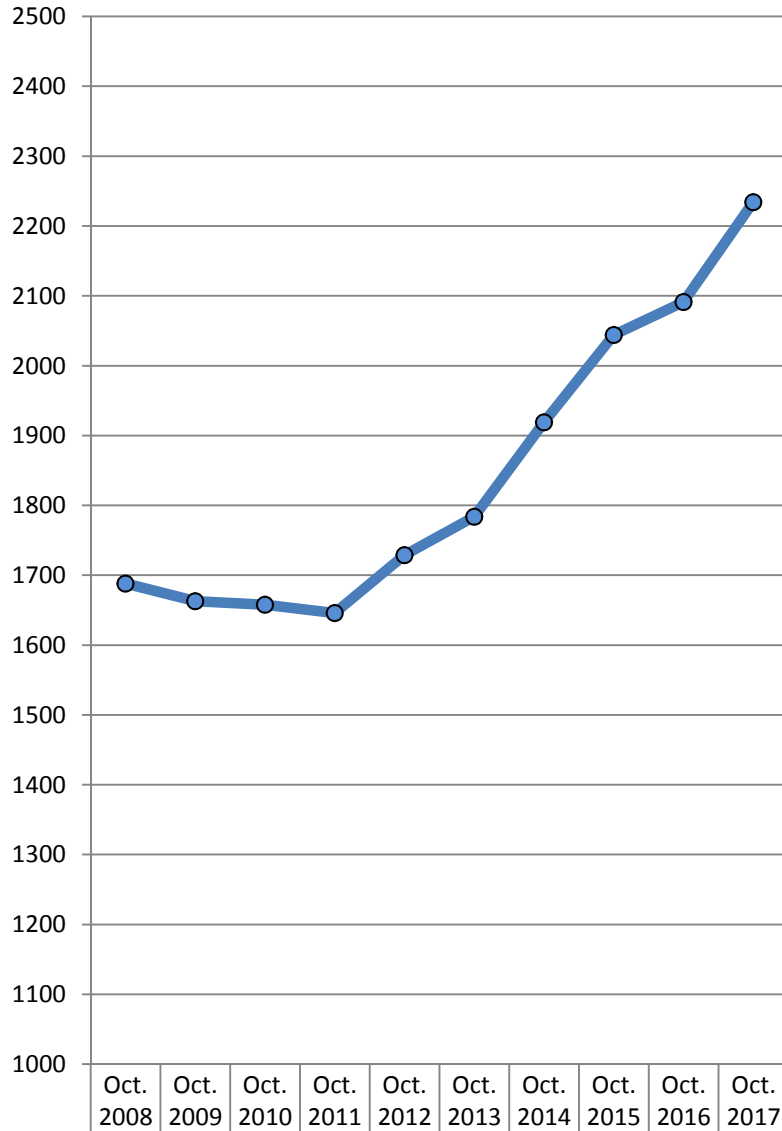
- Aligning curriculum, grading systems and practices
- Promoting achievement of students in Science, Technology, Engineering and Math
- Supporting the well-being of students and staff
- Providing facilities that optimally enhance learning
- Maintaining fiscal stability

**GUIDING QUESTIONS FOR PRINCIPALS AND SITE TEAMS
IN PREPARATION FOR THEIR “STATE OF THE SCHOOL” REPORT IN
DECEMBER**

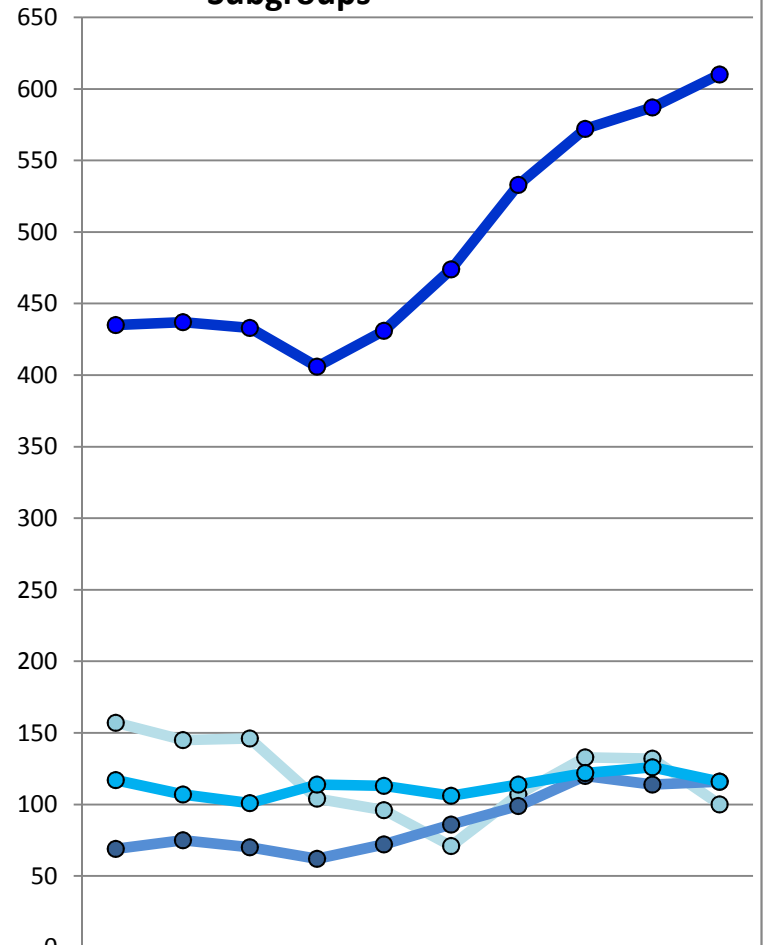
- 1. What 3-5 aha’s have emerged from the review of the data?**
- 2. How, and to what extent have these aha’s informed initiatives and program modifications that are under way this year?**
- 3. What are the most critical and most persistent performance issues and what are the plans to address these?**
- 4. Knowing that focus, coherence and a unified, publically understood and accepted approach are critical to sustaining continuous improvement, what has been done to ensure that this focus indeed exists, and what more do you need from the staff at the DO to make sure that you have the support and resources to do this work?**

LAHS 2008-2017
of students enrolled on CBEDS
(includes Moffett/Middle College)

Total School Enrollment



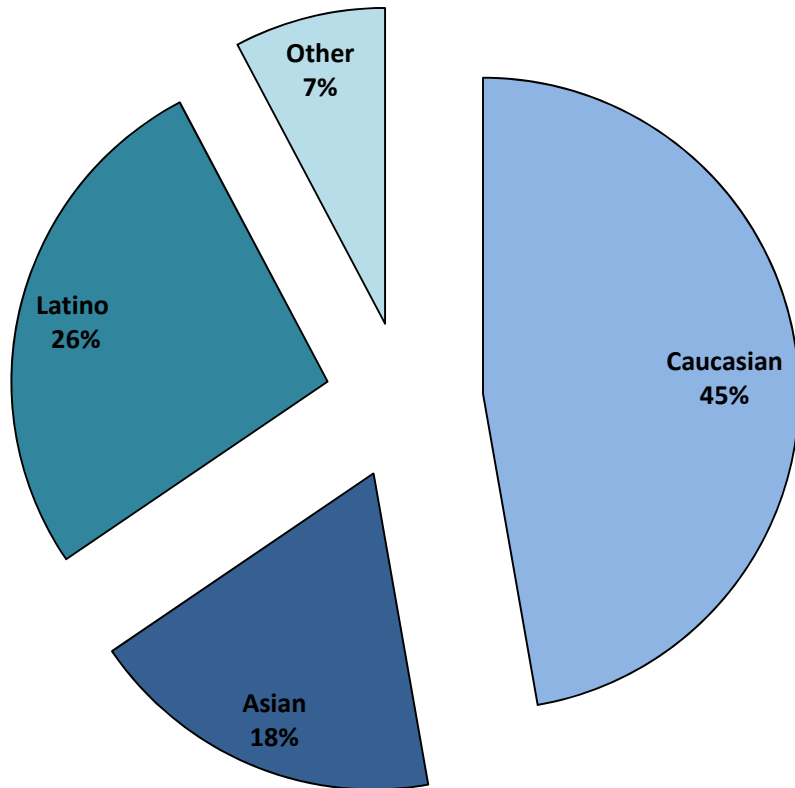
Subgroups



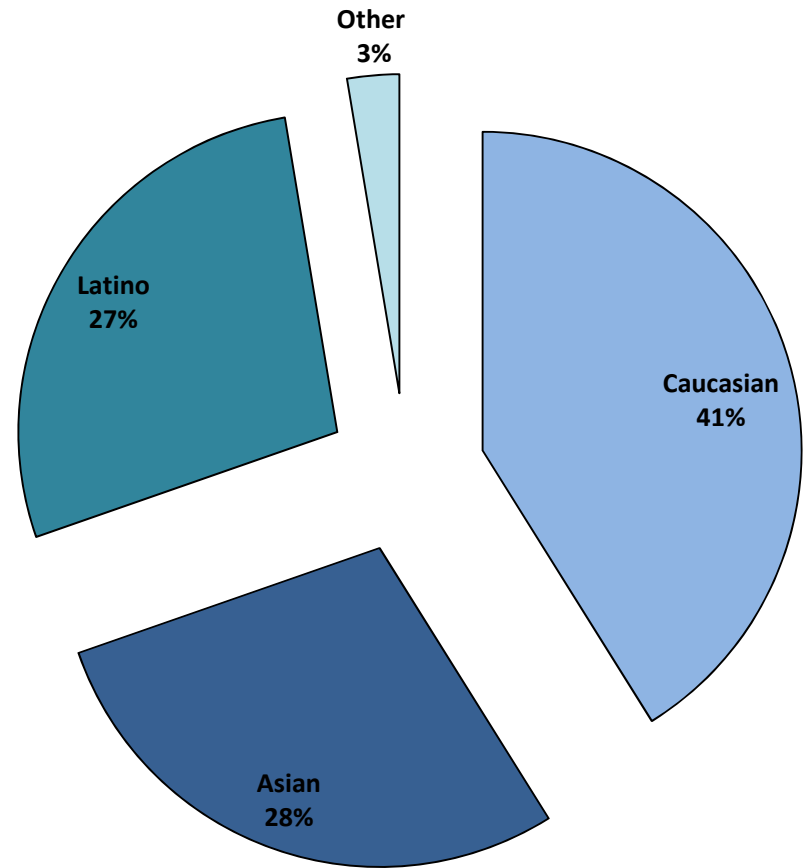
	Oct. 2008	Oct. 2009	Oct. 2010	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017
● Latino	435	437	433	406	431	474	533	572	587	610
○ EL	157	145	146	104	96	71	107	133	132	100
● Spec Ed (RS)	69	75	70	62	72	86	99	120	114	116
● Spec Ed (SDC)	117	107	101	114	113	106	114	122	126	116

LAHS 2008-2017
Ethnicity
(includes Moffett/Middle College)

Oct. 2008

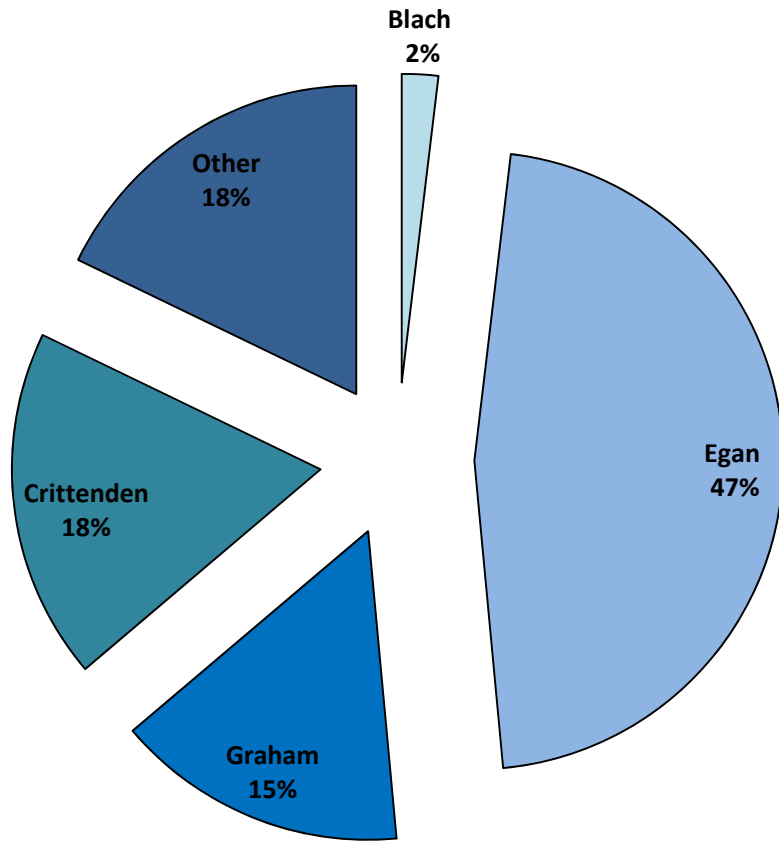


Oct. 2017

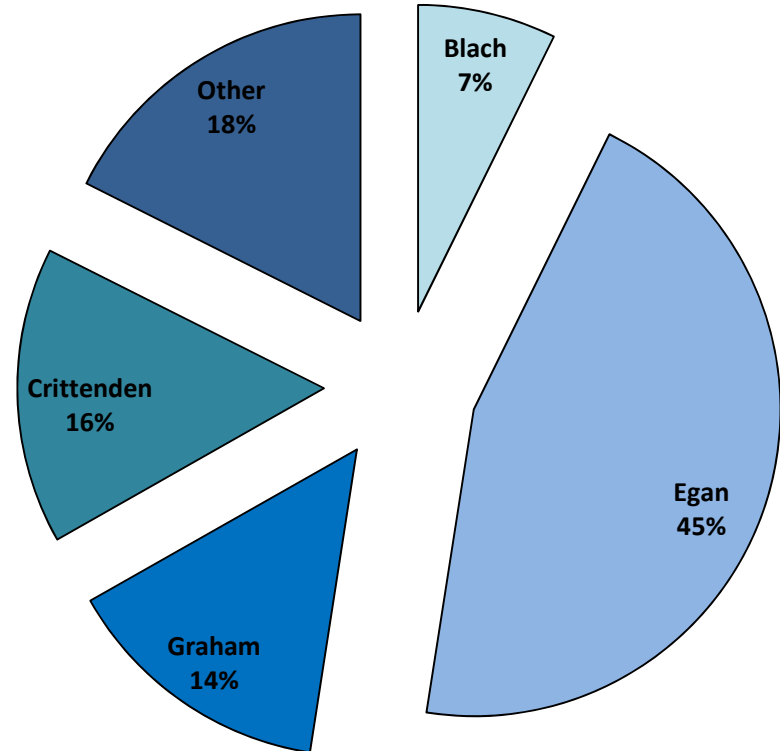


LAHS 2008-2017
Partner Schools
(includes Moffett/Middle College)

Oct. 2008

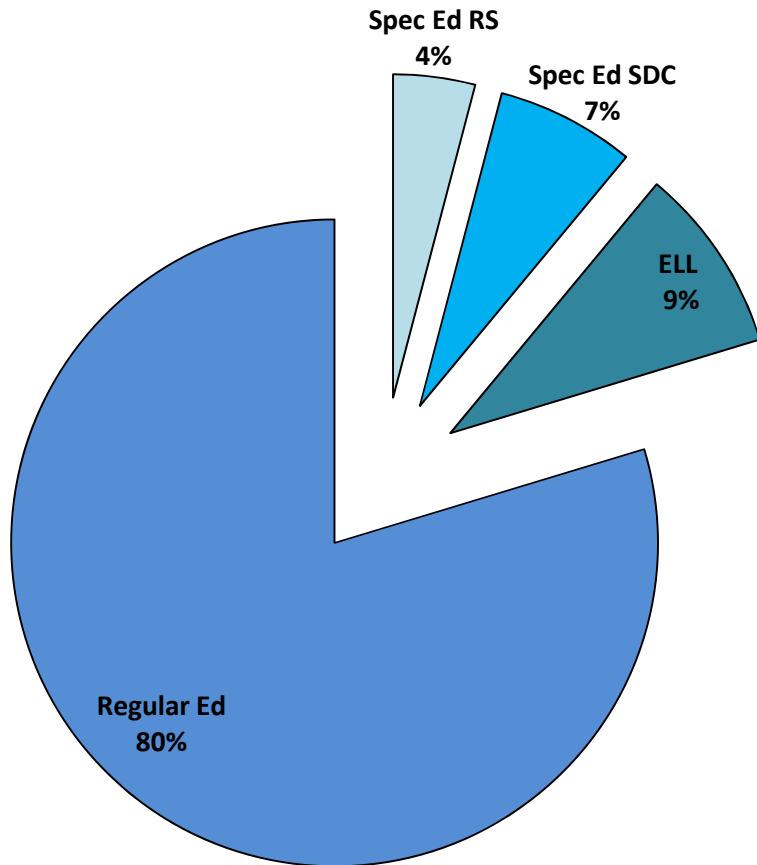


Oct. 2017

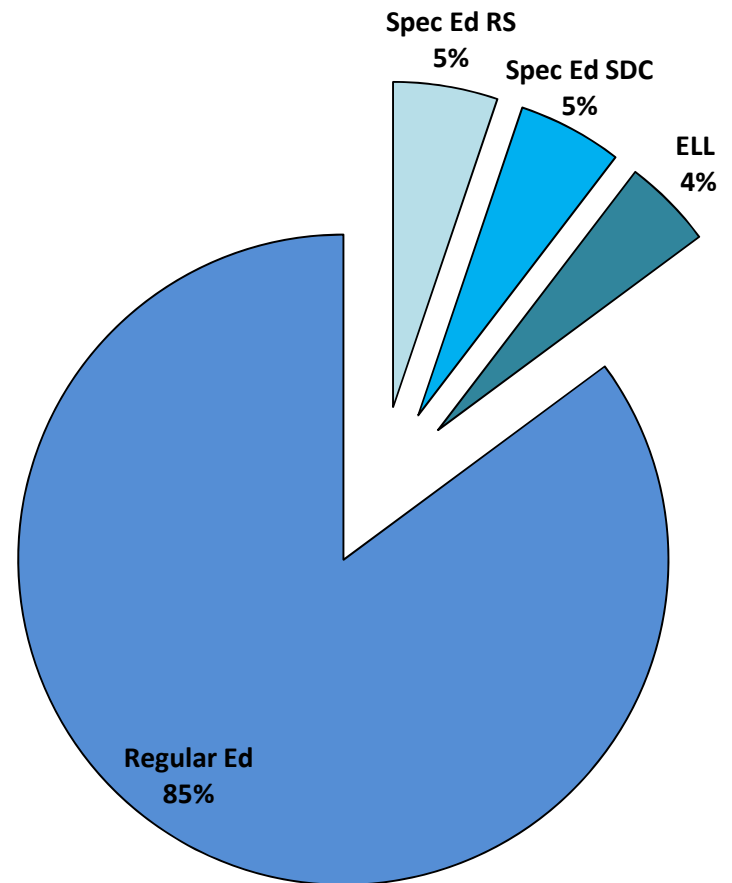


LAHS 2008-2017
Special Populations
(includes Moffett/Middle College)

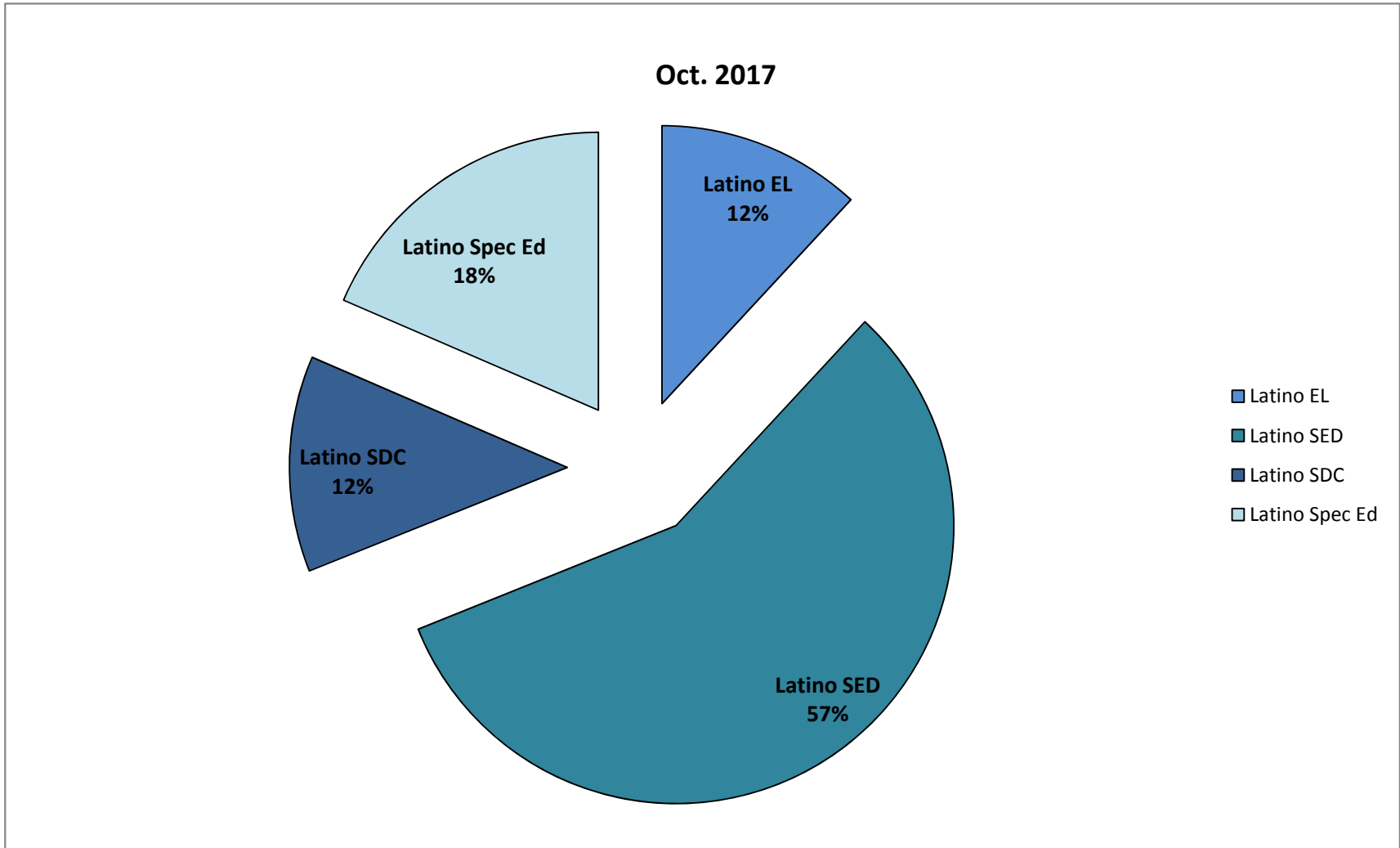
Oct. 2008



Oct. 2017

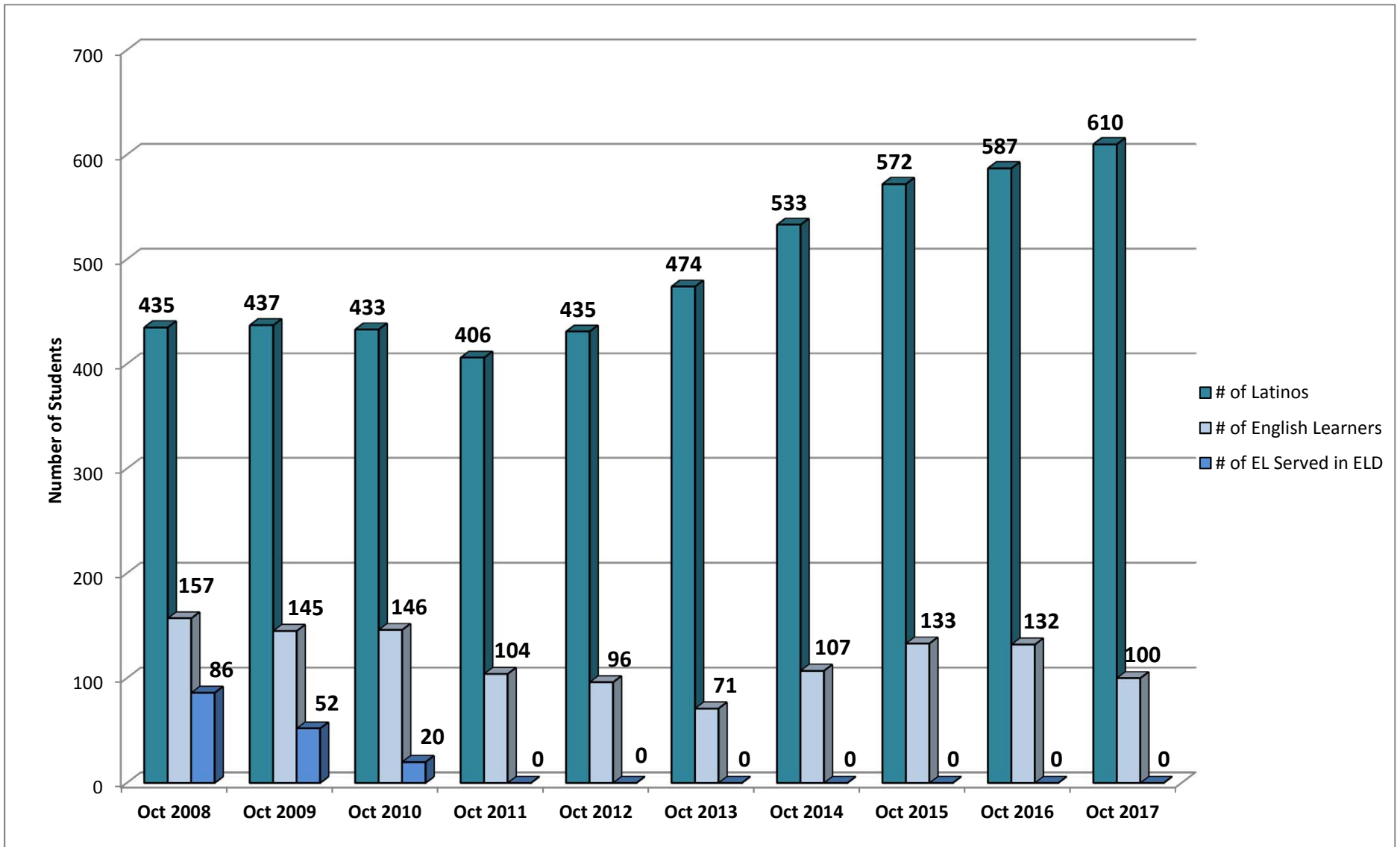


LAHS 2017
Latino Student Population Disaggregated
Total # 610/27%
Total Latino w/at least one other identifier: 390/64%
Latino Regular Ed: 220/36%



Note: Disaggregation not an unduplicated count

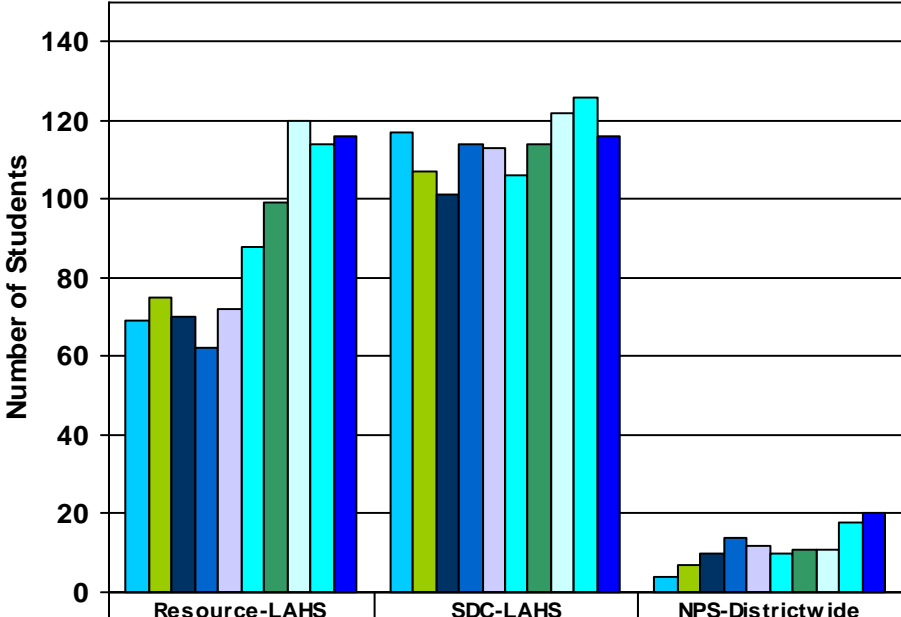
LAHS 2008-2017
Latinos, Identified English Learners and ELs served in ELD
(not an unduplicated count)



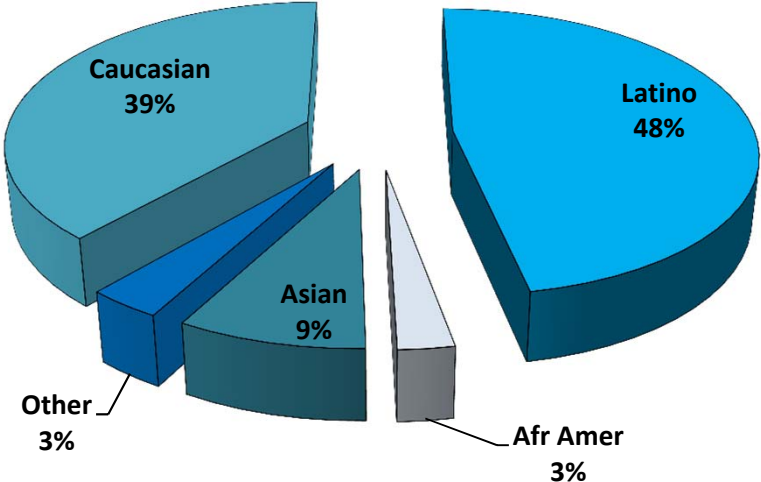
Note: Data includes Moffett/Middle College students
 In 2011-12 the EL program was consolidated on the MVHS campus

**LAHS 2008-2017
Special Education**

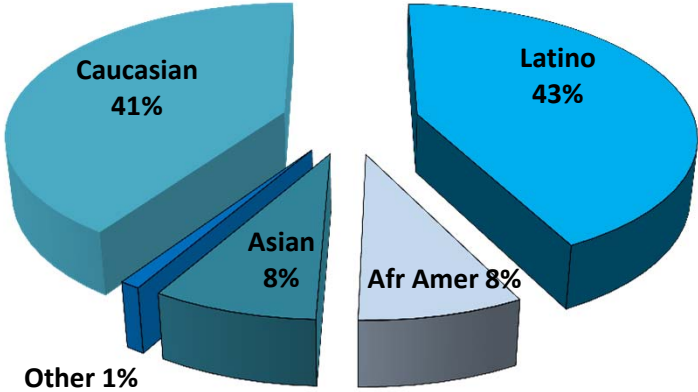
Program Growth



Ethnic Distribution 17/18

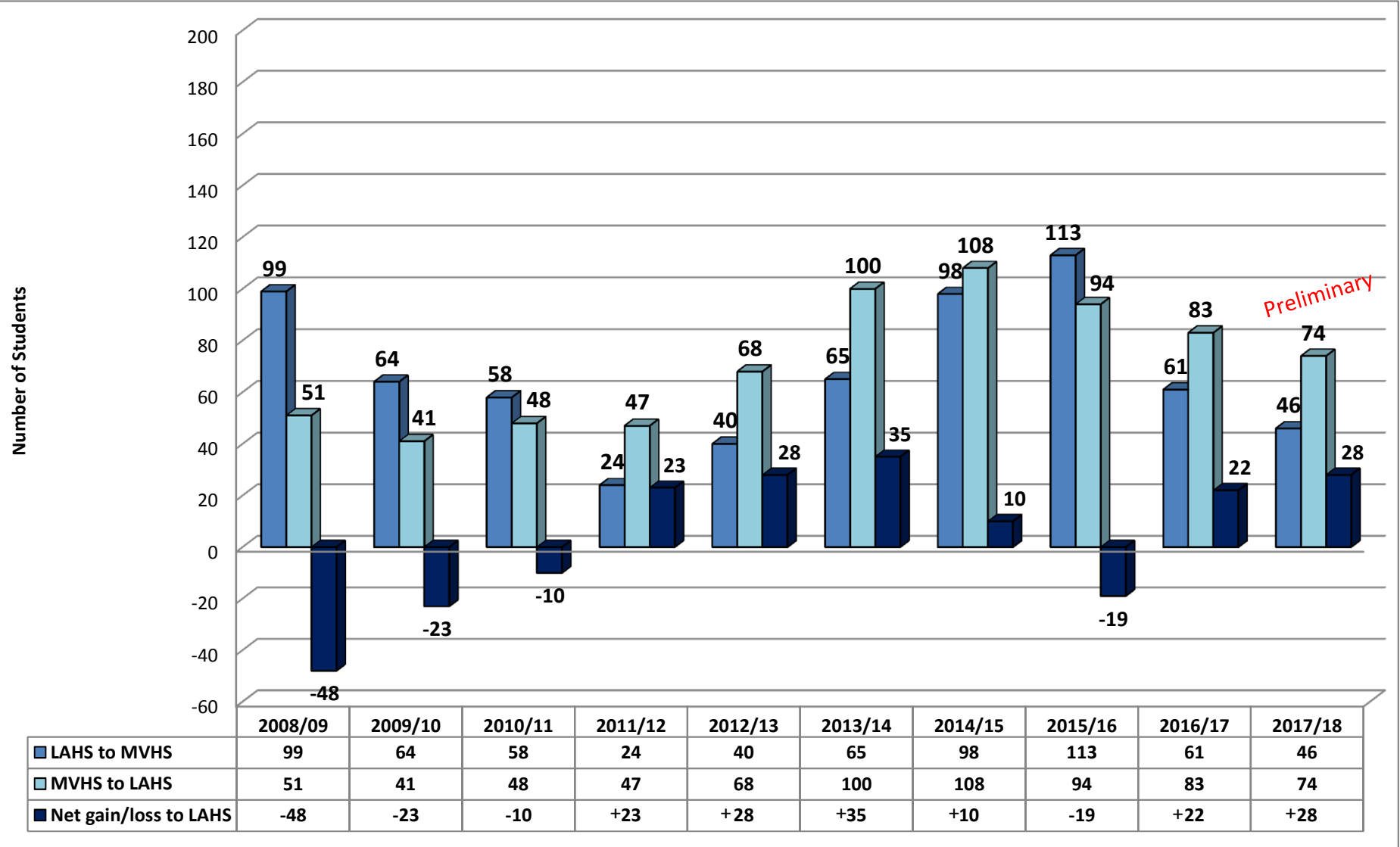


Ethnic Distribution 08/09

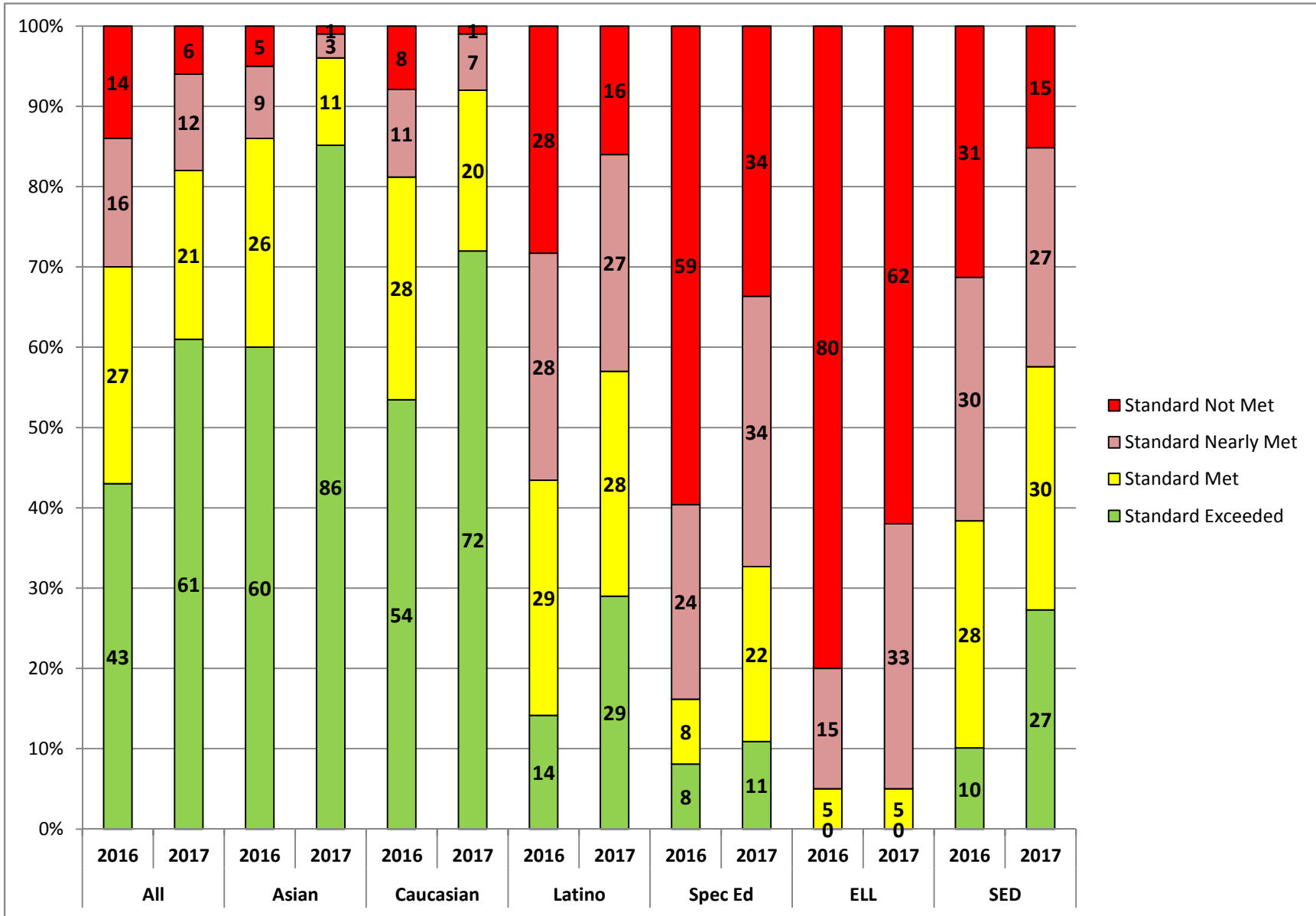


	Resource-LAHS	SDC-LAHS	NPS-Districtwide
2008/09	69	117	4
2009/10	75	107	7
2010/11	70	101	10
2011/12	62	114	14
2012/13	72	113	12
2013/14	88	106	10
2014/15	99	114	11
2015/16	120	122	11
2016/17	114	126	18
2017/18	116	116	20

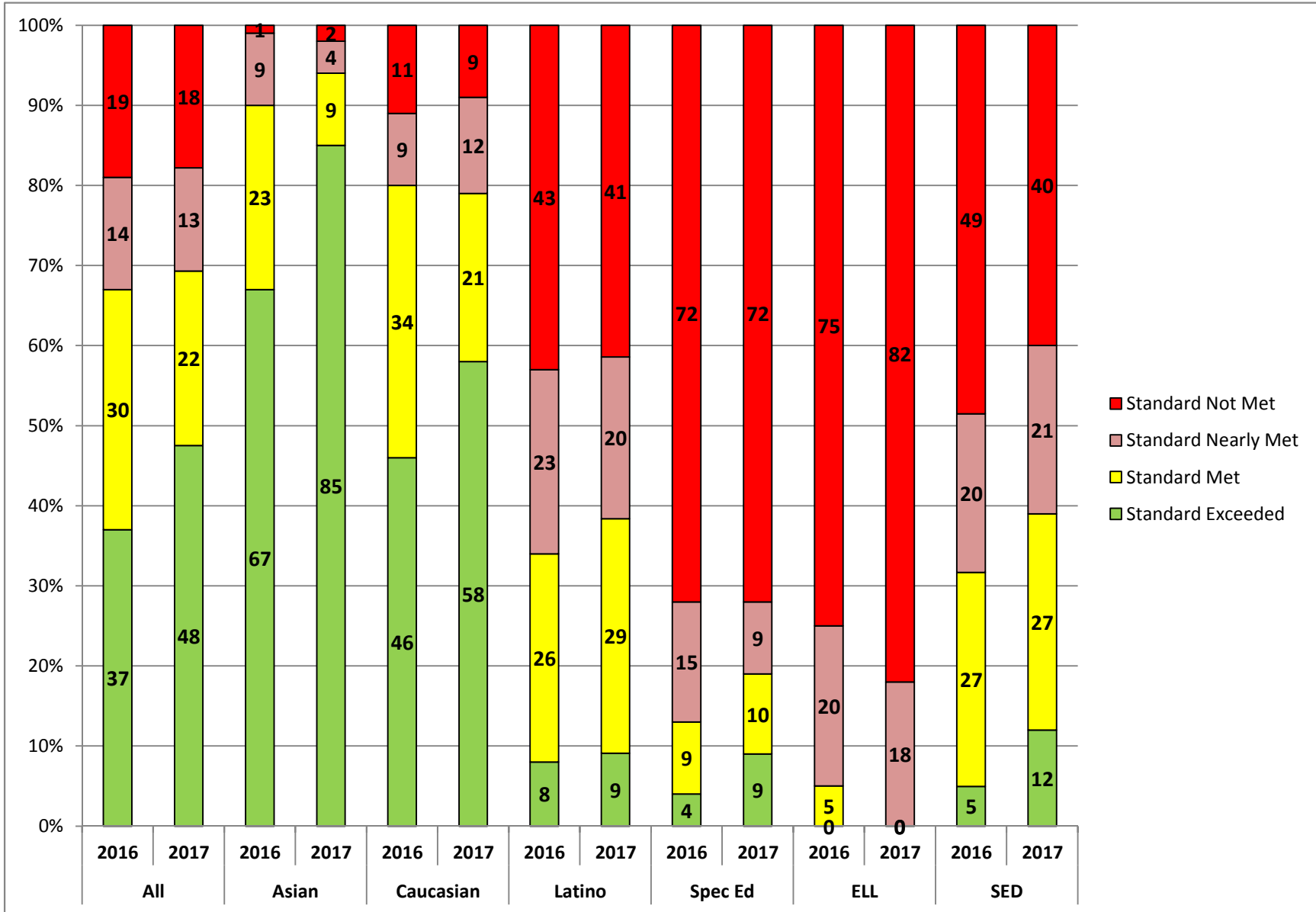
LAHS 2008-2017
Intra-district Transfers Granted



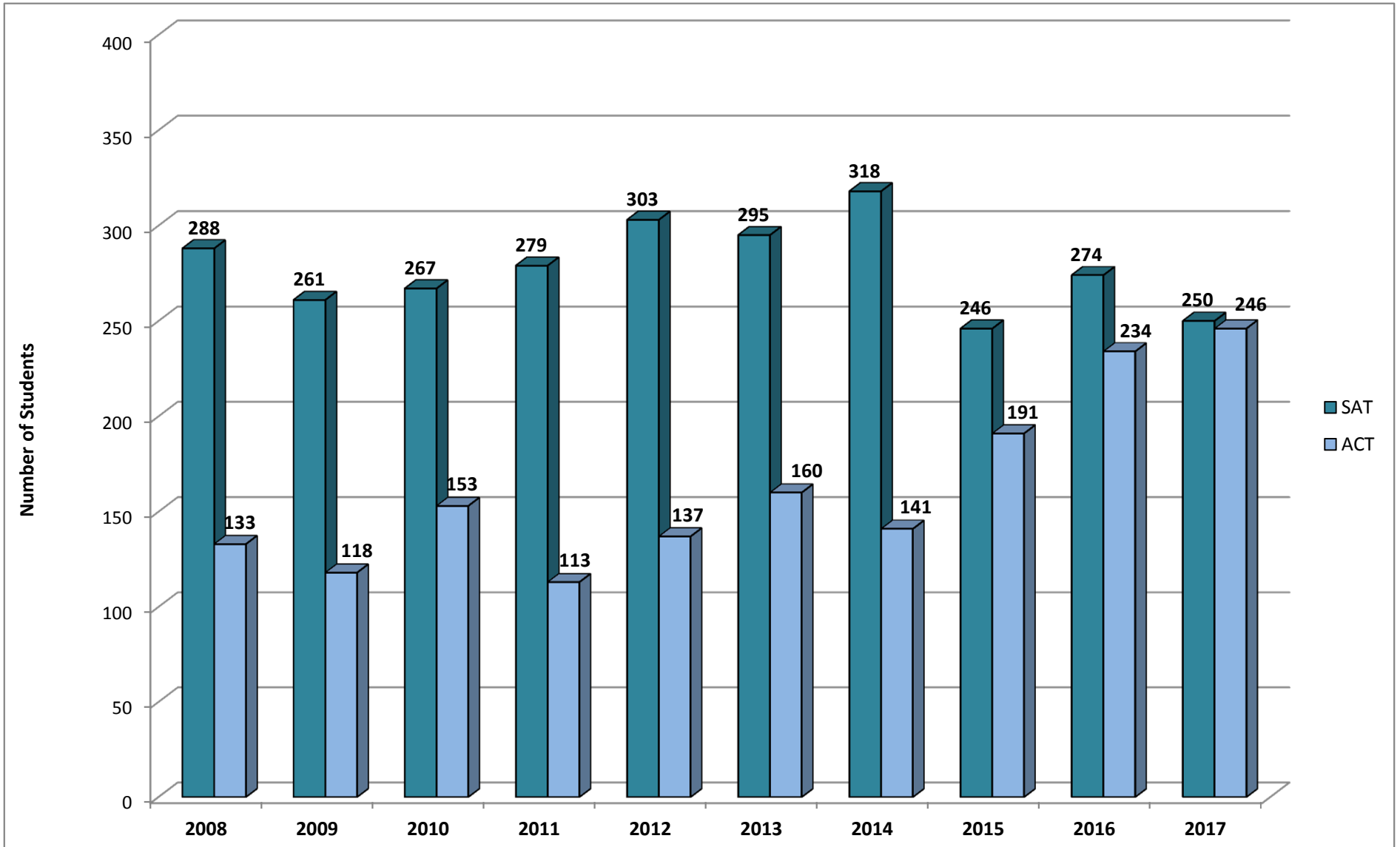
LAHS 2016 and 2017
SBAC - Overall
ELA Achievement Level - Percent Met/Exceeded
By Subgroups - Grade 11



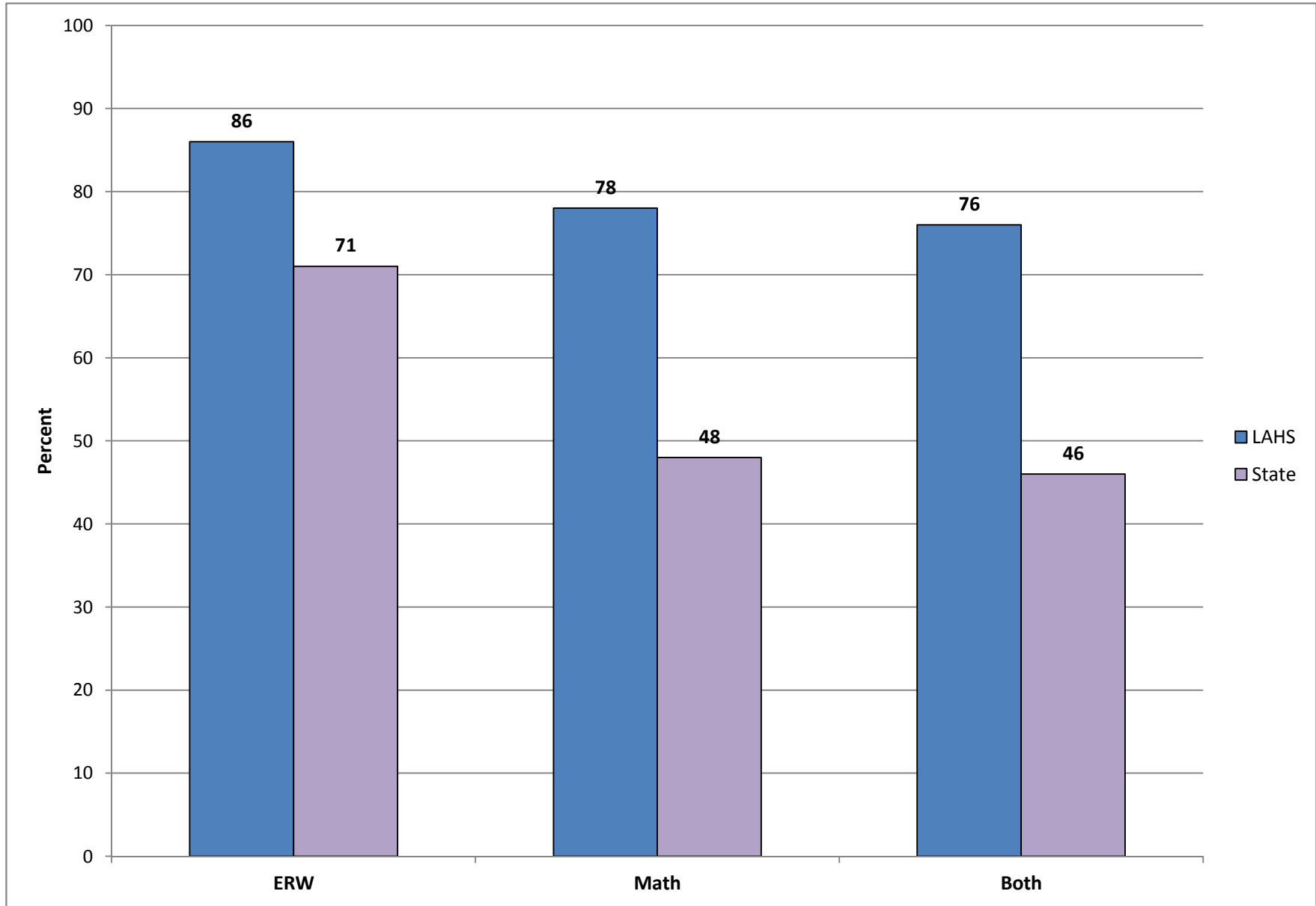
LAHS 2016 and 2017
SBAC - Overall
Math Achievement Level - Percent Met/Exceeded
By Subgroups - Grade 11



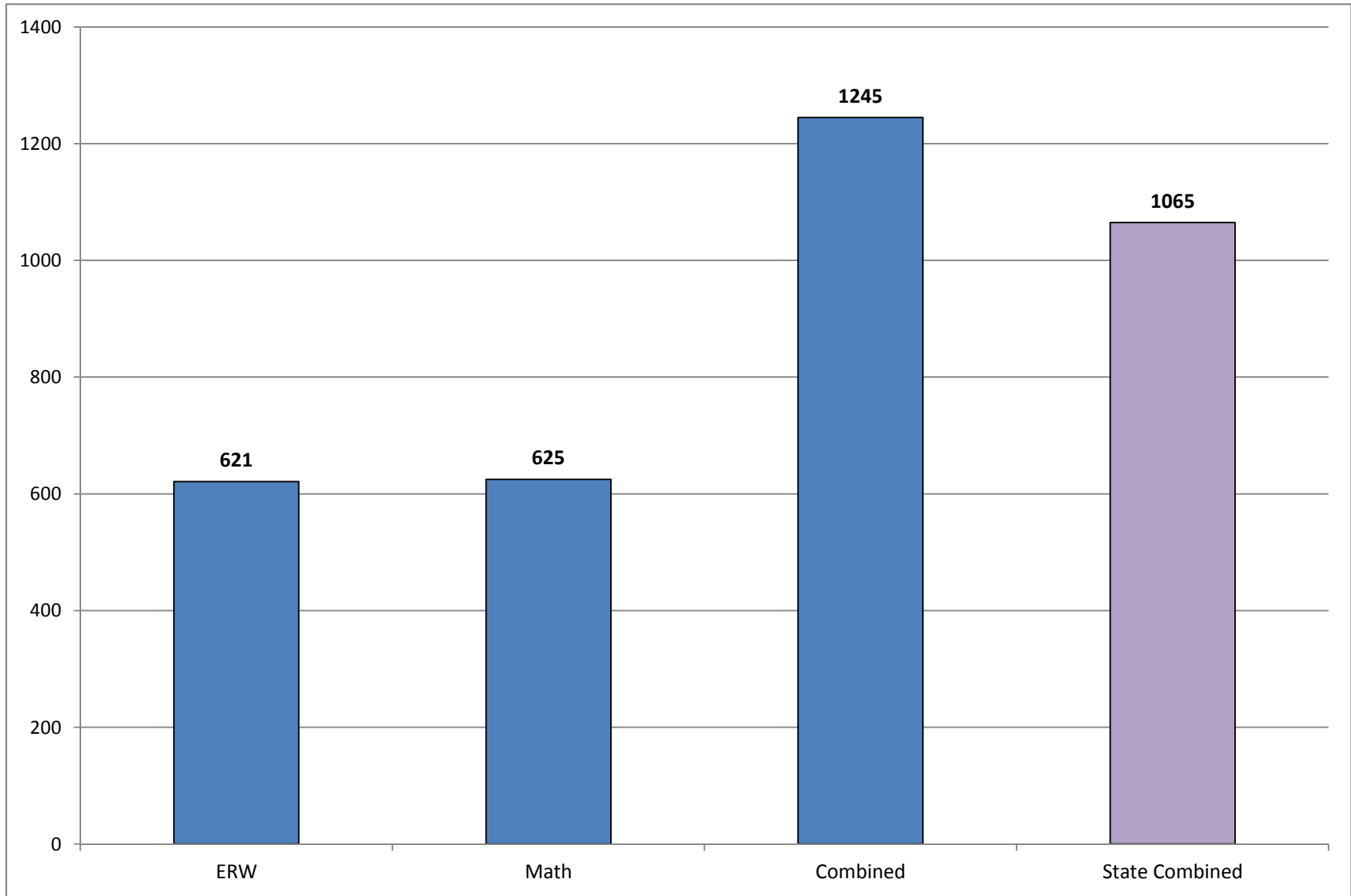
LAHS 2008-2017
Number of SAT and ACT Test Takers



LAHS Class 2017
SAT Percent of students meeting Benchmarks



LAHS Class 2017
New SAT Score Averages
ERW
Math
Combined

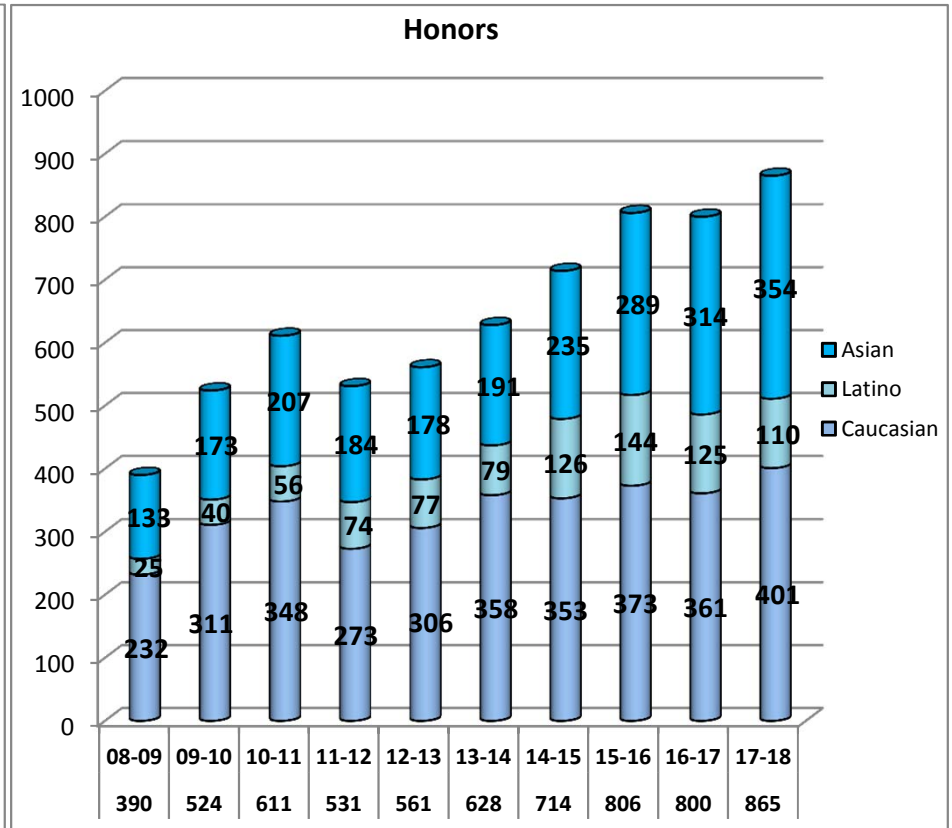
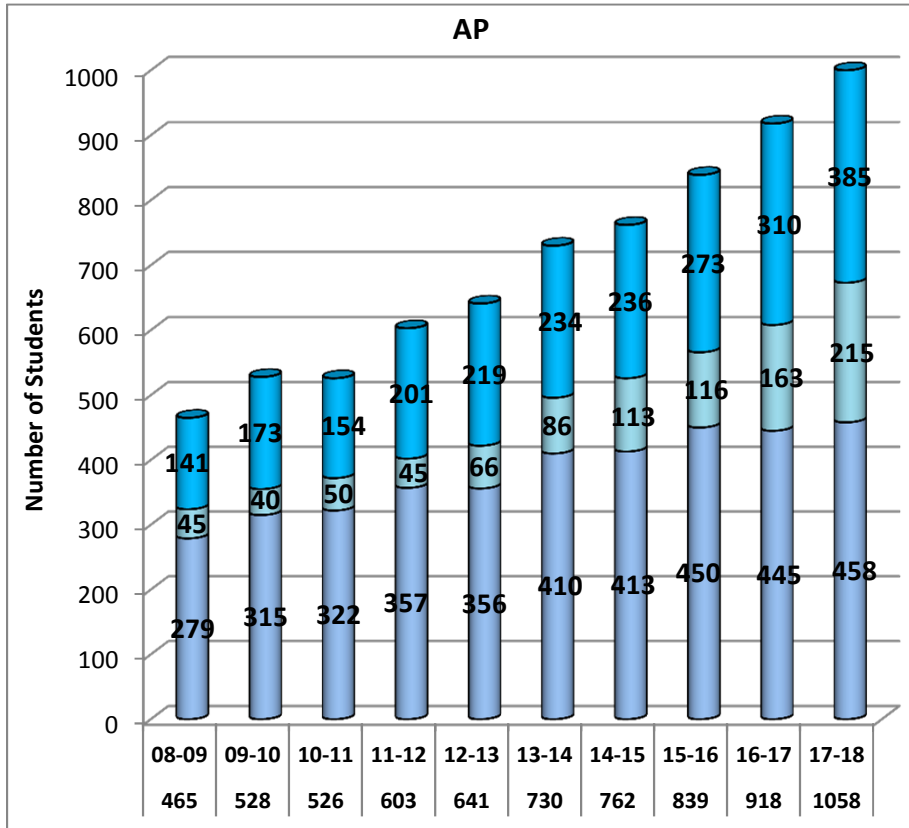


LAHS 2008-2017

Students with one or more H/AP class

CBEDS Enrollment

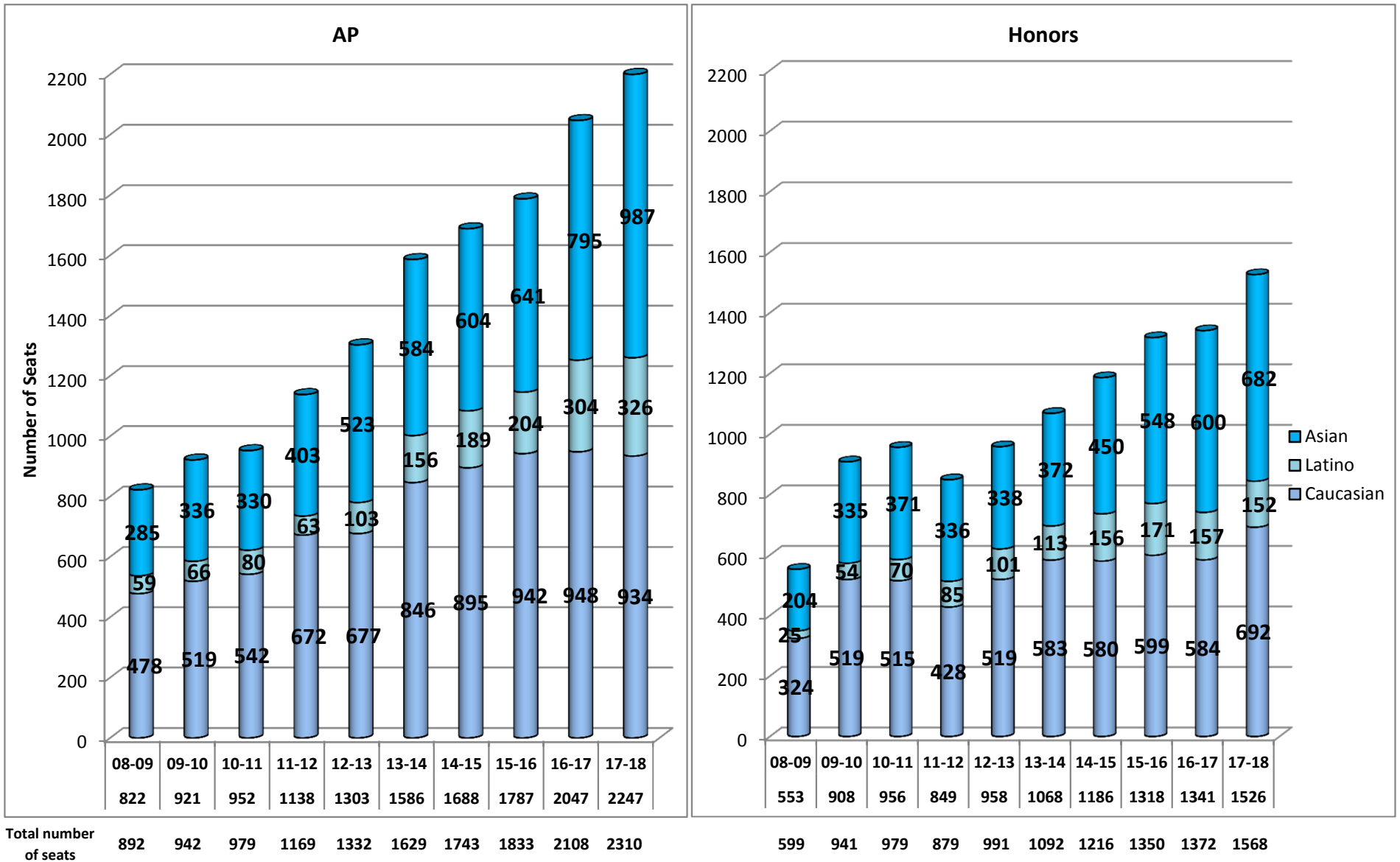
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Total School	1688	1663	1658	1646	1729	1784	1919	2044	2091	2234
Asian	297	321	337	366	384	374	422	482	546	629
Caucasian	768	769	792	786	828	838	866	912	867	905
Latino	435	437	433	406	431	474	533	572	587	610



Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Total number of students with H/AP classes	512	526	507	613	661	754	792	864	948	1093

Total number of students with H/AP classes	425	560	626	550	582	646	735	825	820	891
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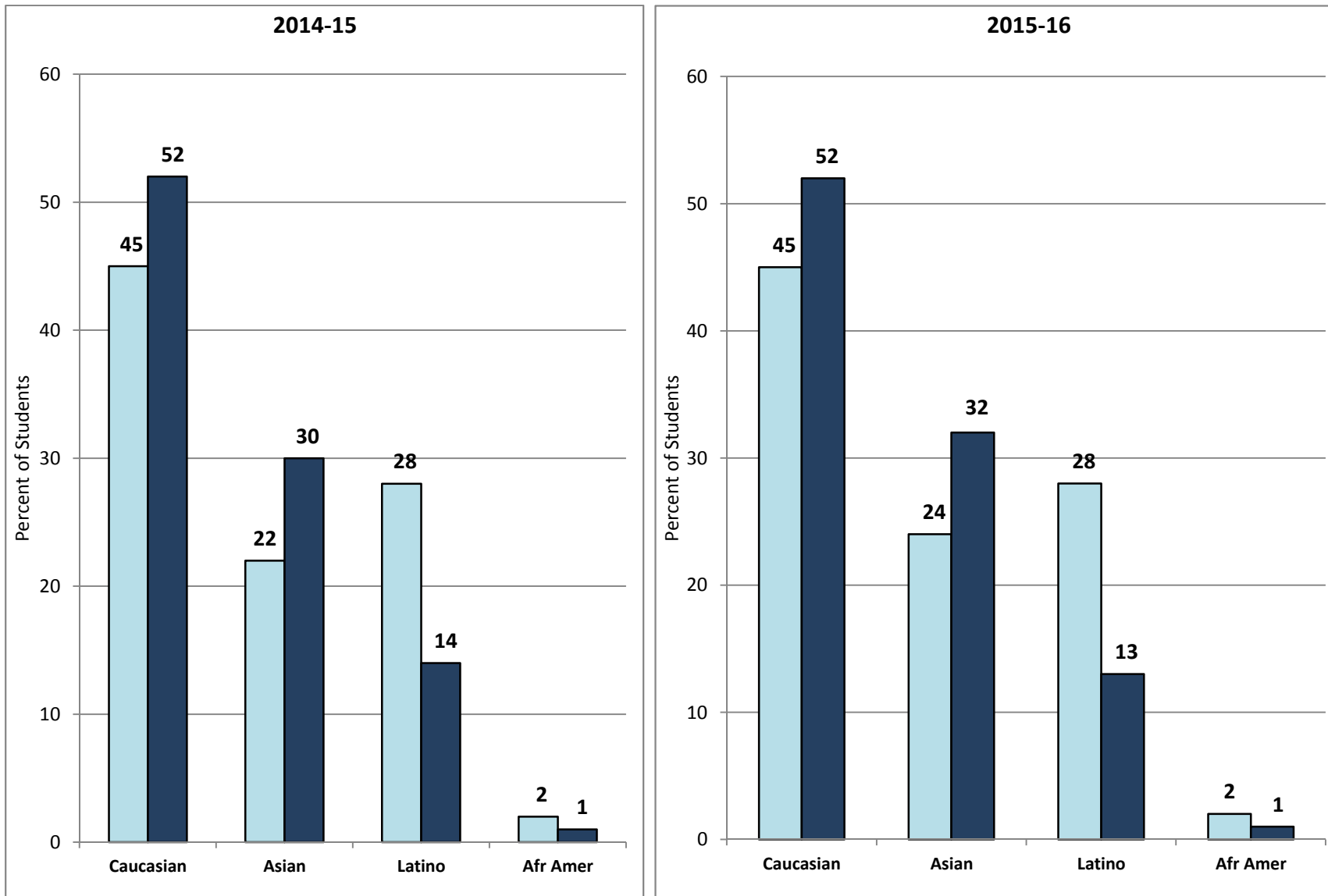
LAHS 2008-2017
AP/Honors Enrollment
Total Number of Seats



LAHS 2014-2017

% of Students with one or more AP class compared to the % of total enrolled students

Percentage of total school population
Percent of subgroup (# in group divided by all)



Indicator # 9

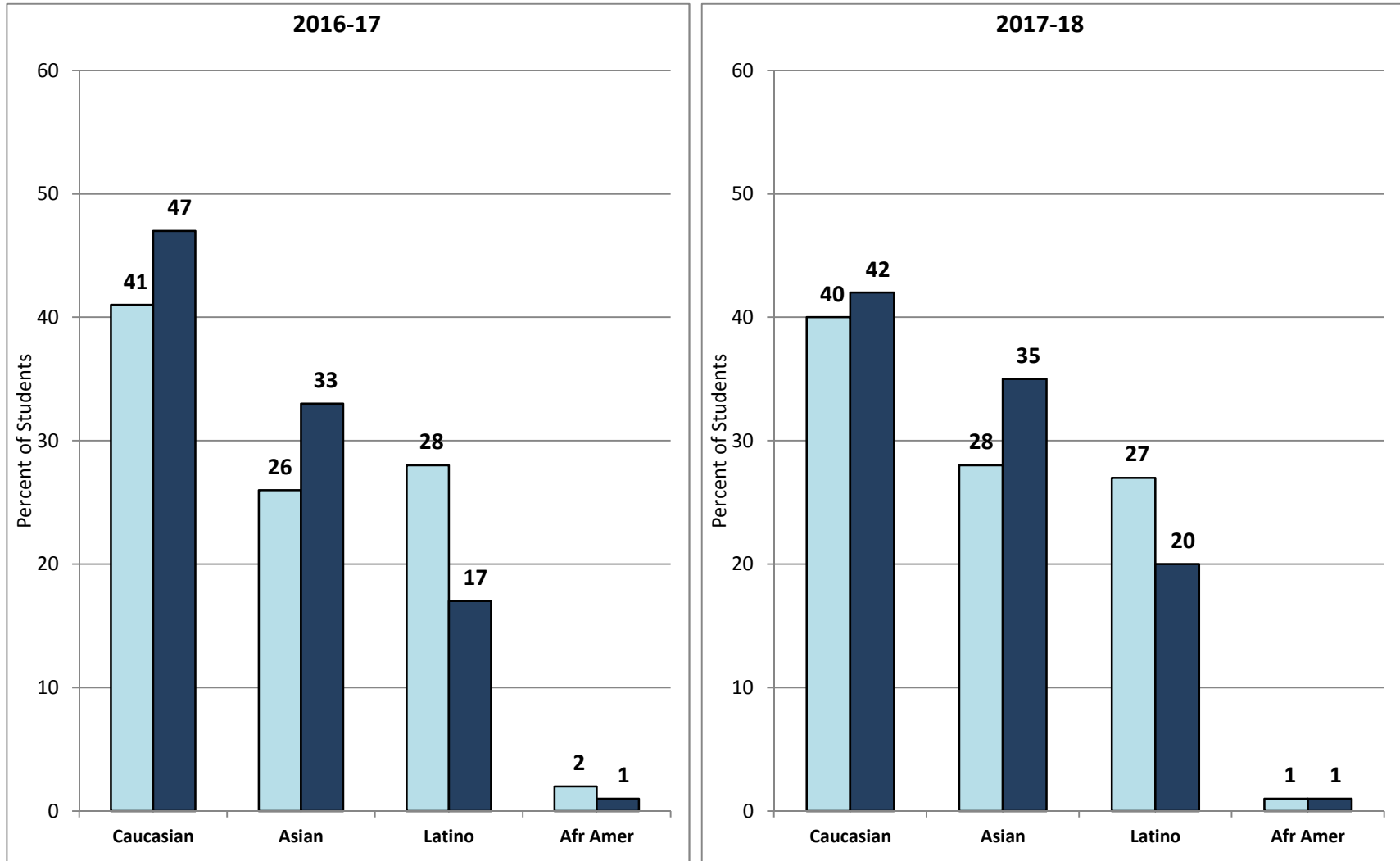
Data from Aeries

Note: Percentages are rounded up

LAHS 2014-2017

% of Students with one or more AP class compared to the % of total enrolled students

Percentage of total school population
Percent of subgroup (# in group divided by all)



Indicator # 9

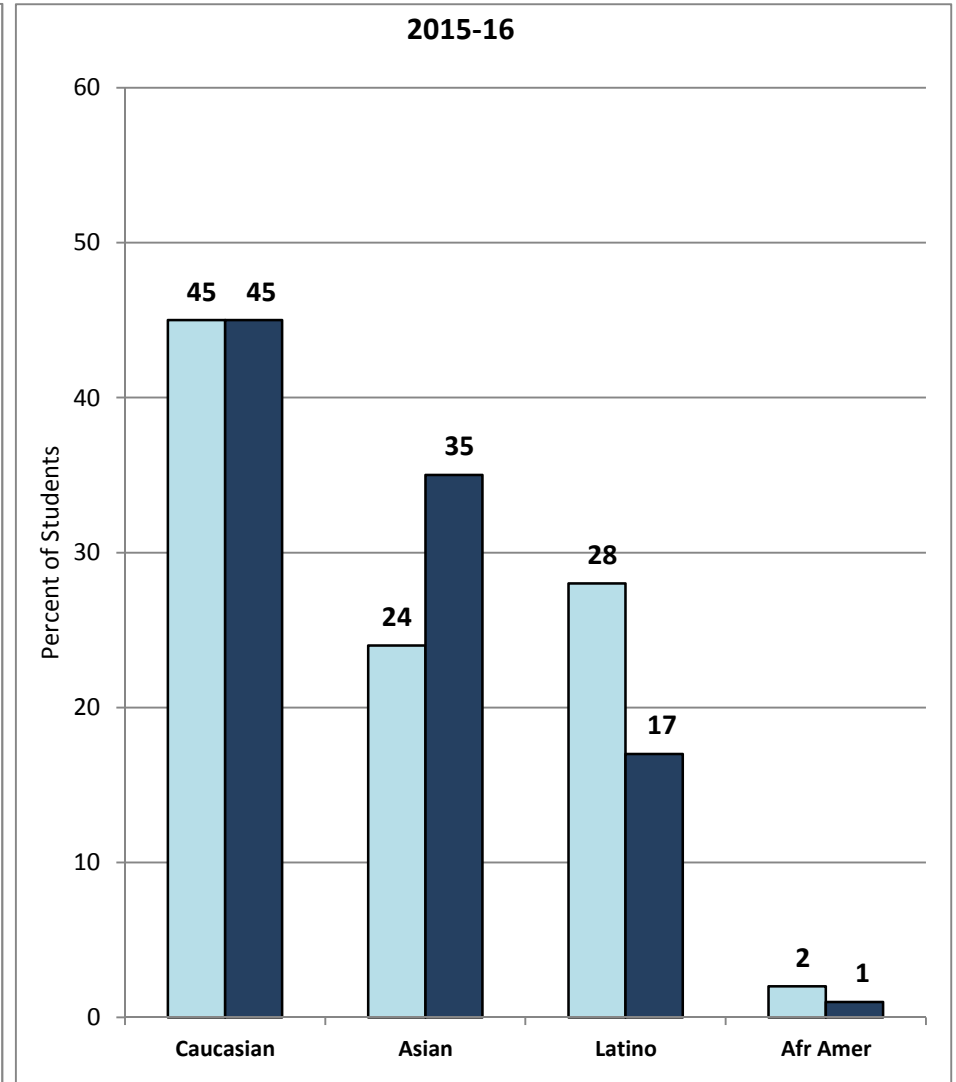
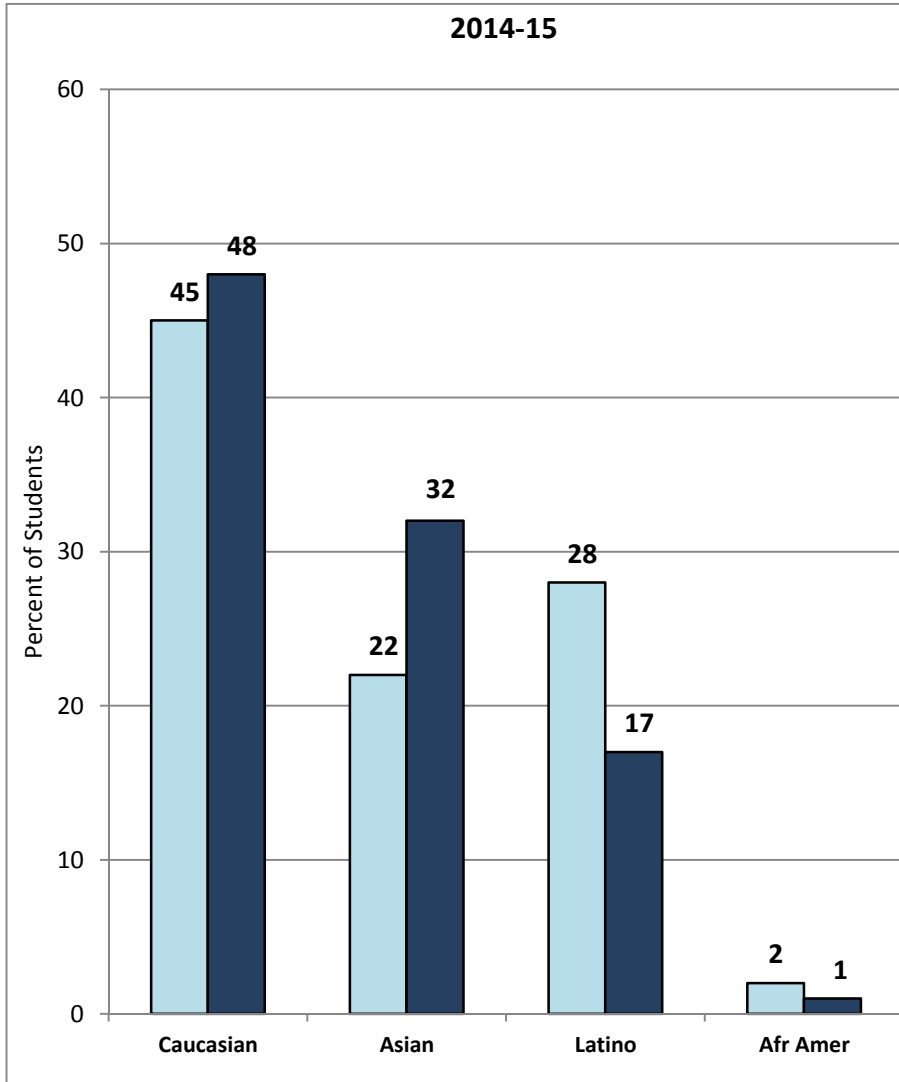
Data from Aeries

Note: Percentages are rounded up

LAHS 2014-2017

% of Students with one or more Honors class compared to the % of total enrolled students

- Percentage of total school population
- Percent of subgroup (# in group divided by all)



Indicator # 9

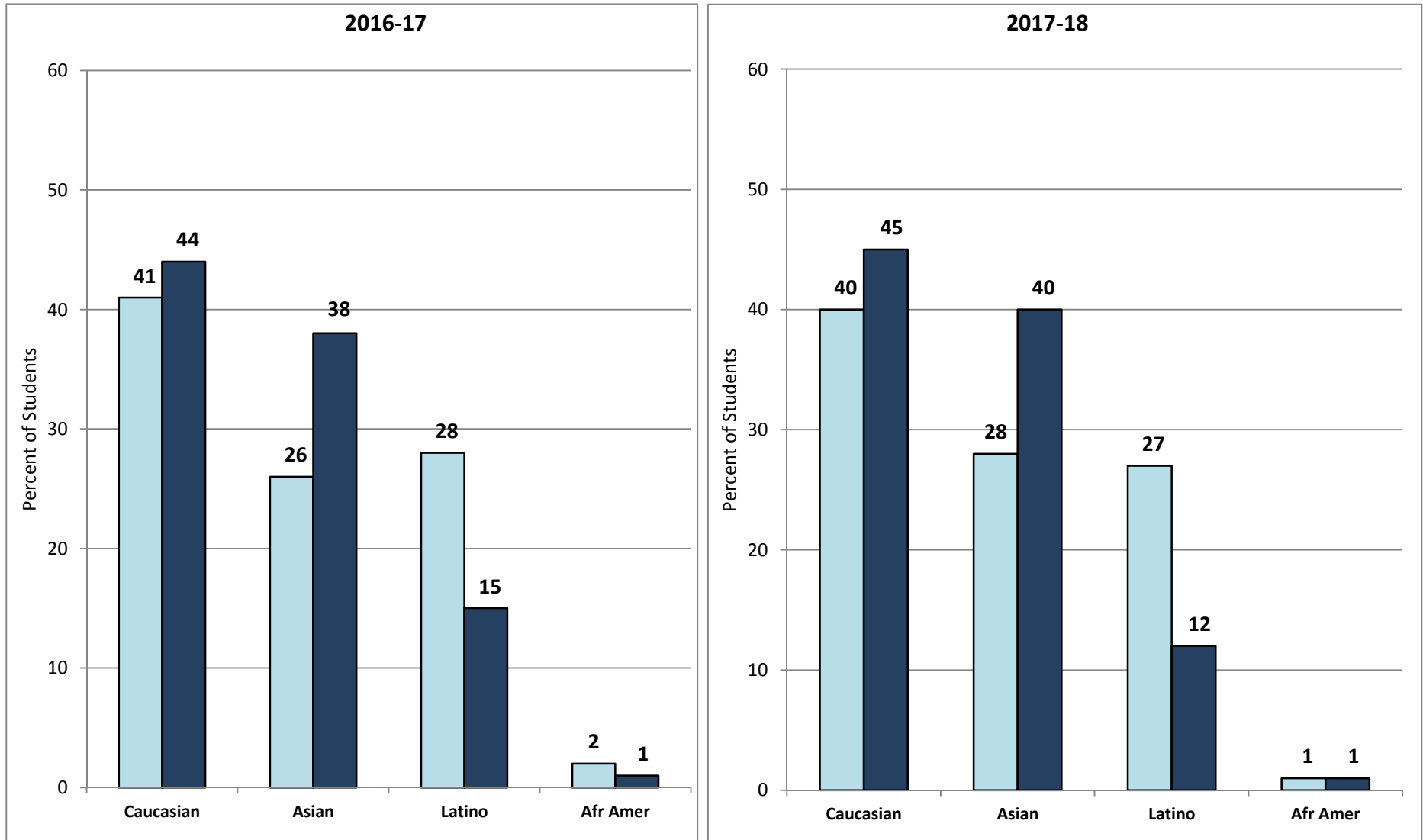
Data from Aeries

Note: Percentages are rounded up

LAHS 2014-2017

% of Students with one or more Honors class compared to the % of total enrolled students

Percentage of total school population
Percent of subgroup (# in group divided by all)

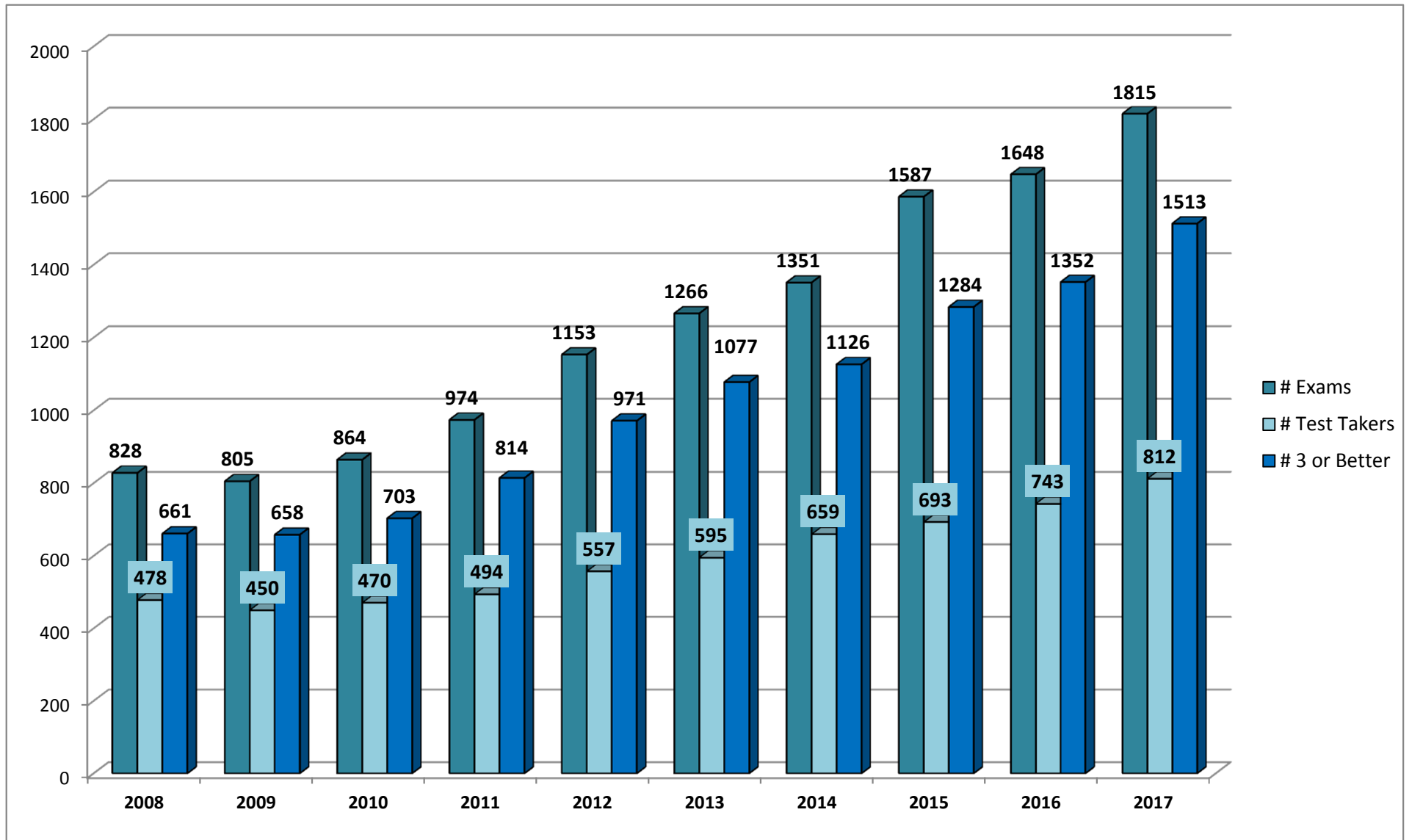


Indicator # 9

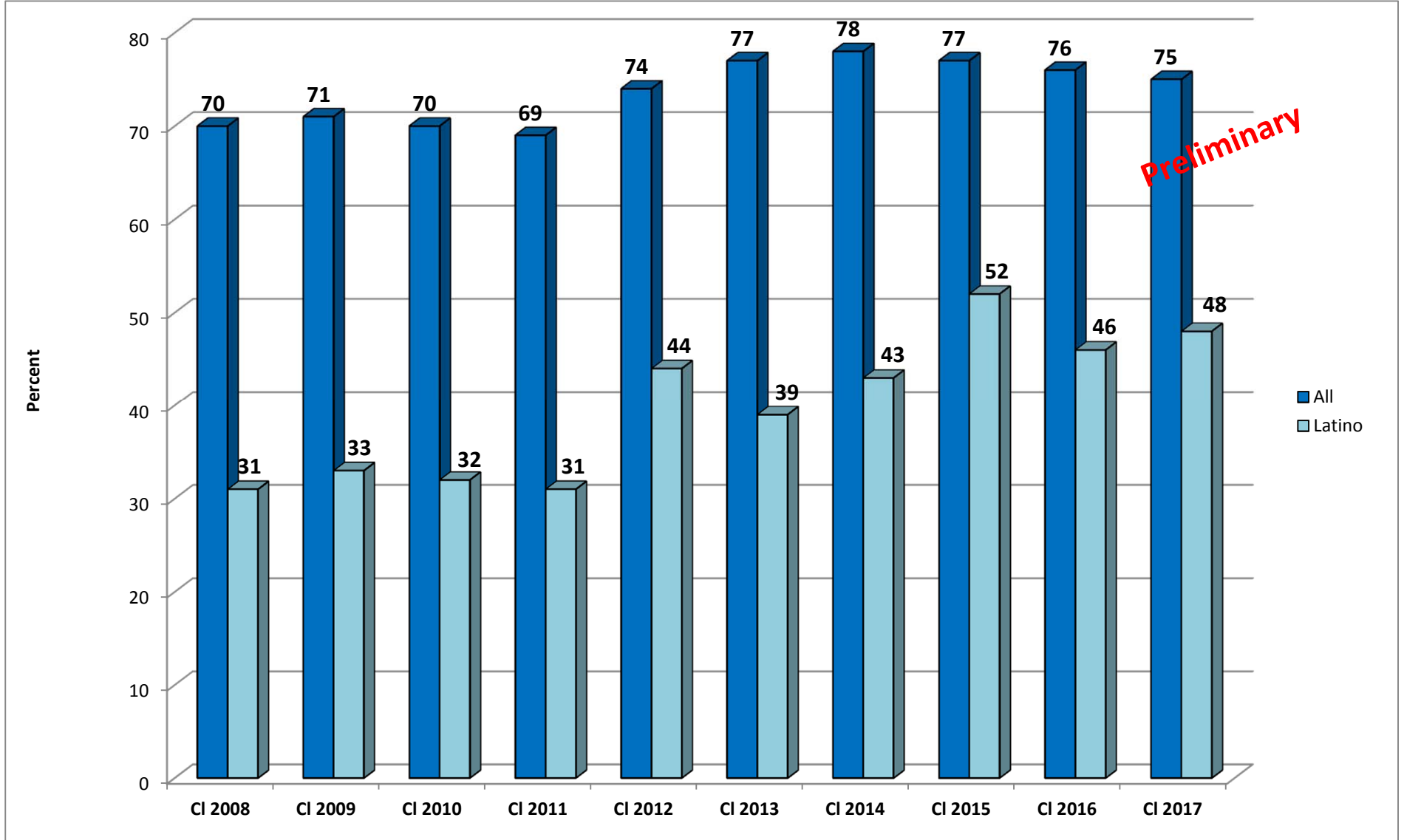
Data from Aeries

Note: Percentages are rounded up

LAHS 2008-2017
AP Test Results



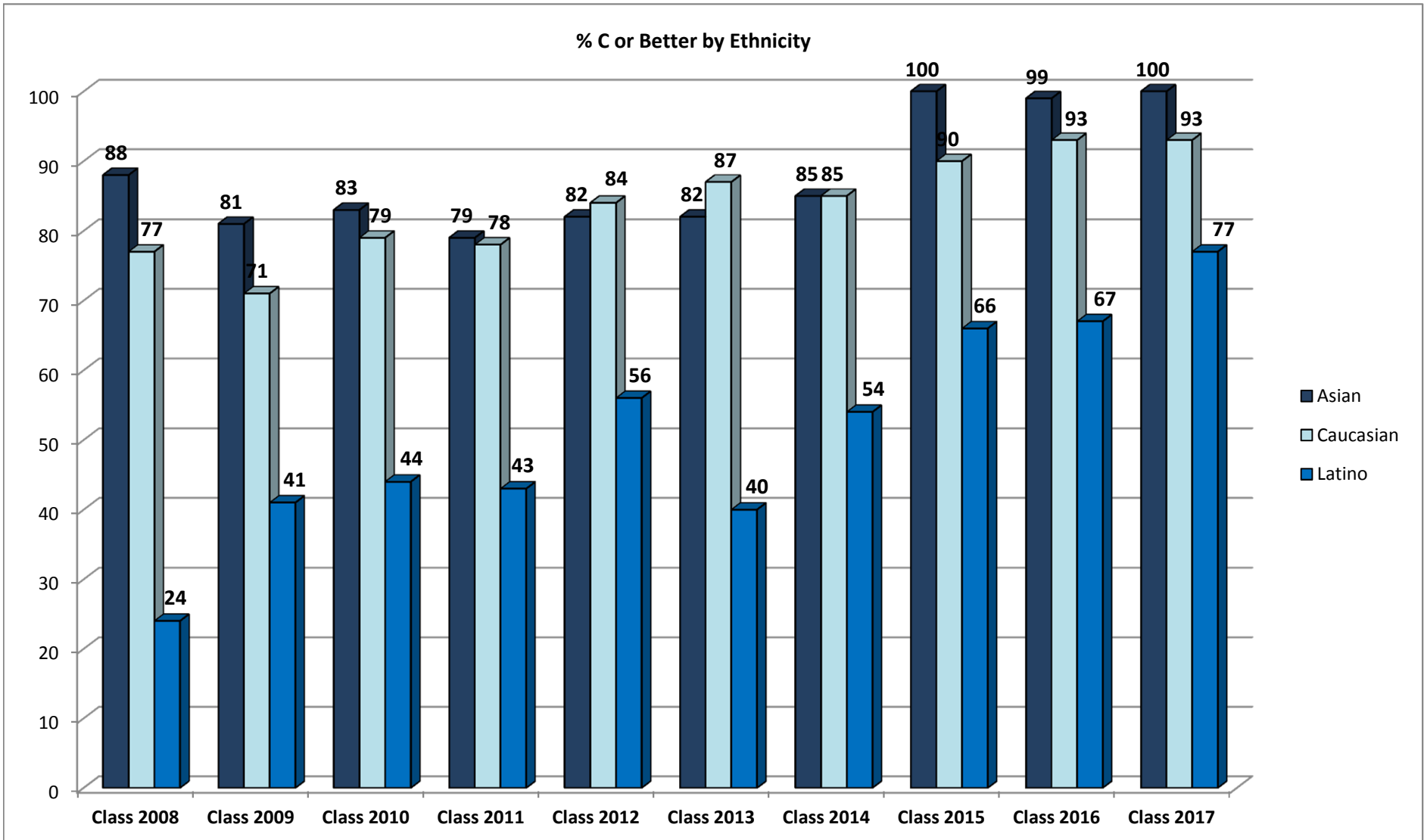
LAHS 2008-2017
a-g Course Completion
% of graduating Seniors



LAHS 2008-2017
Completion of Alg II/II H

Los Altos High School

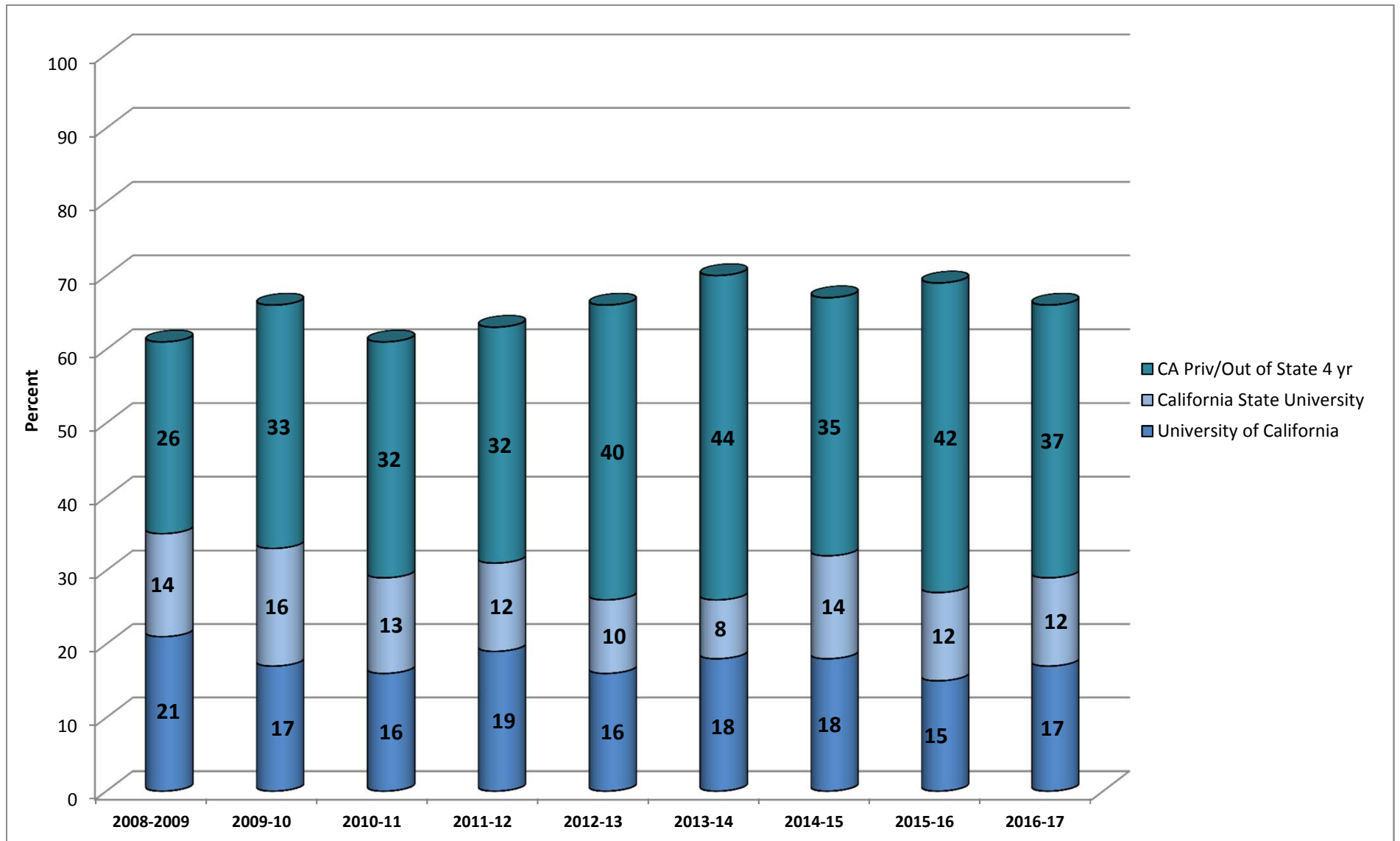
	Class 2008	Class 2009	Class 2010	Class 2011	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016	Class 2017
12th grade students, CBEDS day	398	391	384	387	391	396	405	397	470	443
Completion with C or better	264/66%	255/65%	274/71%	256/66%	295/75%	289/73%	308/76%	332/86%	405/87%	388/89%



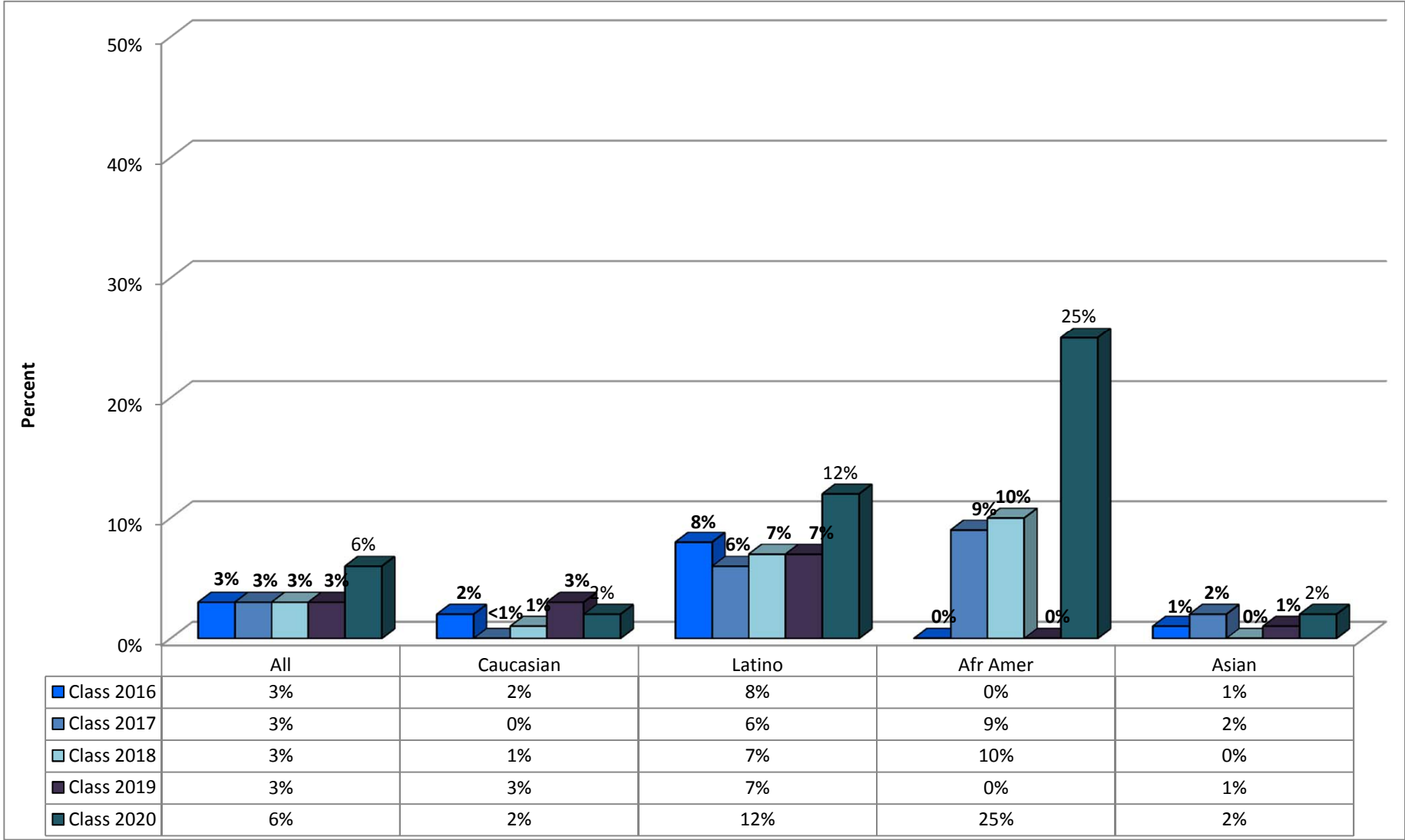
Indicator # 3

Note: Senior class data from CBEDS demographic report

LAHS 2008-2017
College Acceptance Rates
% accepted to 4 year schools

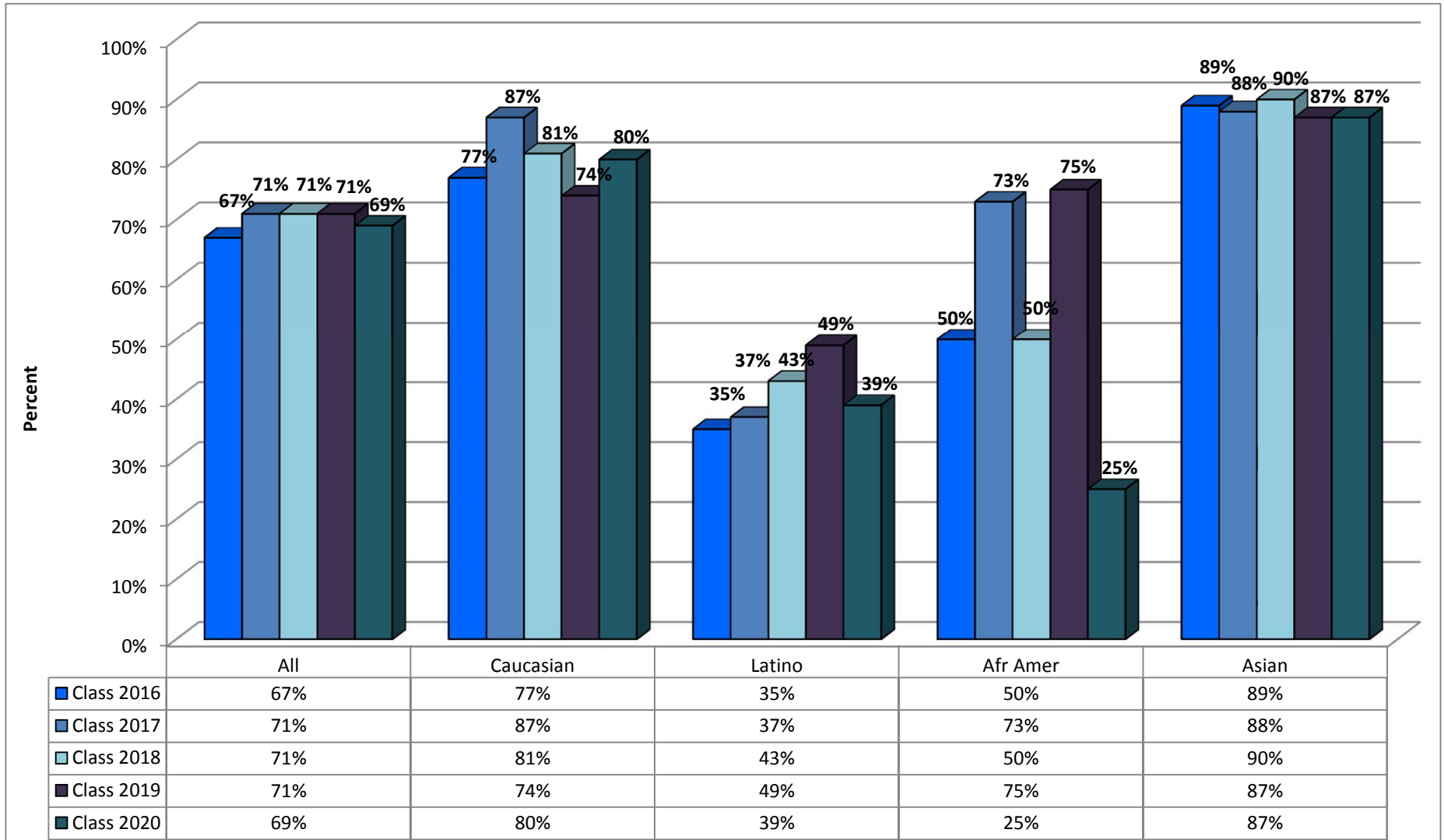


**LAHS Class 2016-2020
GPA below 2.0 by Ethnicity
Freshman Year**



Data from end of year Aeries query

**LAHS Class 2016-2020
GPA above 3.0 by Ethnicity
Freshman Year**



LAHS 2008-2017
Percent of Freshmen Earning one or more F's
by the end of the 1st year in High School

