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
INDEX

➢ BOARD GOALS 2017-2022

➢ GUIDING QUESTIONS FOR PRINCIPALS AND SITE TEAMS

➢ DEMOGRAPHICS

➢ INDICATORS OF STUDENT SUCCESS

➢ LATINO PERFORMANCE REPORT AND COMPARATIVE ACHIEVEMENT REPORT
  (TO BE PROVIDED AT A LATER DATE)

➢ PROGRESS ON STEM GOALS (TO BE PROVIDED AT A LATER DATE)

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
Ethnicity
(includes Moffett/Middle College)

Oct. 2008

- Latino: 26%
- Caucasian: 45%
- Asian: 18%
- Other: 7%

Oct. 2017

- Latino: 27%
- Caucasian: 41%
- Asian: 28%
- Other: 3%
LAHS 2008-2017
Partner Schools
(includes Moffett/Middle College)

Oct. 2008

Blach 2%

Other 18%

Crittenden 18%

Graham 15%

Egan 47%

Oct. 2017

Blach 7%

Other 18%

Crittenden 16%

Graham 14%

Egan 45%
LAHS 2017
Latino Student Population Disaggregated
Total # 610/27%
Total Latino w/at least one other identifier: 390/64%
Latino Regular Ed: 220/36%

Oct. 2017

- Latino Spec Ed 18%
- Latino SDC 12%
- Latino EL 12%
- Latino SED 57%

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
Intra-district Transfers Granted

Number of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>LAHS to MVHS</th>
<th>MVHS to LAHS</th>
<th>Net gain/loss to LAHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09</td>
<td>99</td>
<td>51</td>
<td>-48</td>
</tr>
<tr>
<td>2009/10</td>
<td>64</td>
<td>41</td>
<td>-23</td>
</tr>
<tr>
<td>2010/11</td>
<td>58</td>
<td>48</td>
<td>-10</td>
</tr>
<tr>
<td>2011/12</td>
<td>24</td>
<td>47</td>
<td>+23</td>
</tr>
<tr>
<td>2012/13</td>
<td>40</td>
<td>68</td>
<td>+28</td>
</tr>
<tr>
<td>2013/14</td>
<td>65</td>
<td>65</td>
<td>+35</td>
</tr>
<tr>
<td>2014/15</td>
<td>100</td>
<td>108</td>
<td>+10</td>
</tr>
<tr>
<td>2015/16</td>
<td>98</td>
<td>94</td>
<td>-19</td>
</tr>
<tr>
<td>2016/17</td>
<td>113</td>
<td>83</td>
<td>+22</td>
</tr>
<tr>
<td>2017/18</td>
<td>94</td>
<td>74</td>
<td>+28</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>19</td>
<td>18</td>
<td>9</td>
<td>4</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Asian</td>
<td>14</td>
<td>13</td>
<td>30</td>
<td>22</td>
<td>14</td>
<td>13</td>
<td>23</td>
<td>20</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Caucasian</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>10</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Latino</td>
<td>18</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Spec Ed</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>ELL</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>SED</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>
LAHS 2008-2017
Number of SAT and ACT Test Takers

Data from College Board
LAHS Class 2017
SAT Percent of students meeting Benchmarks

Data from College Board
LAHS Class 2017
New SAT Score Averages
ERW
Math
Combined

ERW Math Combined State

Data from College Board
LAHS 2008-2017
Students with one or more H/AP class

| Indicator # 9 | Data from Aeries |

### CBEDS Enrollment

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

### AP

<table>
<thead>
<tr>
<th></th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>465</td>
<td>528</td>
<td>526</td>
<td>603</td>
<td>641</td>
<td>730</td>
<td>839</td>
<td>918</td>
<td>1058</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>141</td>
<td>173</td>
<td>154</td>
<td>201</td>
<td>219</td>
<td>234</td>
<td>236</td>
<td>310</td>
<td>385</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>279</td>
<td>315</td>
<td>322</td>
<td>357</td>
<td>356</td>
<td>410</td>
<td>413</td>
<td>450</td>
<td>445</td>
<td>458</td>
</tr>
</tbody>
</table>

### Honors

<table>
<thead>
<tr>
<th></th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>390</td>
<td>524</td>
<td>611</td>
<td>531</td>
<td>561</td>
<td>628</td>
<td>714</td>
<td>806</td>
<td>800</td>
<td>865</td>
</tr>
<tr>
<td>Asian</td>
<td>133</td>
<td>173</td>
<td>207</td>
<td>184</td>
<td>178</td>
<td>191</td>
<td>126</td>
<td>144</td>
<td>125</td>
<td>110</td>
</tr>
<tr>
<td>Latino</td>
<td>232</td>
<td>311</td>
<td>348</td>
<td>273</td>
<td>306</td>
<td>358</td>
<td>353</td>
<td>373</td>
<td>361</td>
<td>401</td>
</tr>
</tbody>
</table>

Total number of students with H/AP classes

512  526  507  613  661  754  792  864  948  1093
LAHS 2008-2017
AP/Honors Enrollment
Total Number of Seats

AP

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Seats</th>
<th>AP</th>
<th>Latino</th>
<th>Caucasian</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-09</td>
<td>892</td>
<td>285</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>09-10</td>
<td>942</td>
<td>336</td>
<td>66</td>
<td>80</td>
</tr>
<tr>
<td>10-11</td>
<td>979</td>
<td>542</td>
<td>80</td>
<td>63</td>
</tr>
<tr>
<td>11-12</td>
<td>1169</td>
<td>672</td>
<td>63</td>
<td>103</td>
</tr>
<tr>
<td>12-13</td>
<td>1332</td>
<td>677</td>
<td>103</td>
<td>523</td>
</tr>
<tr>
<td>13-14</td>
<td>1629</td>
<td>846</td>
<td>584</td>
<td>156</td>
</tr>
<tr>
<td>14-15</td>
<td>1743</td>
<td>895</td>
<td>604</td>
<td>189</td>
</tr>
<tr>
<td>15-16</td>
<td>1833</td>
<td>942</td>
<td>641</td>
<td>204</td>
</tr>
<tr>
<td>16-17</td>
<td>2108</td>
<td>948</td>
<td>304</td>
<td>326</td>
</tr>
<tr>
<td>17-18</td>
<td>2310</td>
<td>934</td>
<td>326</td>
<td>304</td>
</tr>
</tbody>
</table>

Honors

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Seats</th>
<th>AP</th>
<th>Latino</th>
<th>Caucasian</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-09</td>
<td>553</td>
<td>204</td>
<td>519</td>
<td>25</td>
</tr>
<tr>
<td>09-10</td>
<td>908</td>
<td>335</td>
<td>519</td>
<td>63</td>
</tr>
<tr>
<td>10-11</td>
<td>956</td>
<td>371</td>
<td>515</td>
<td>428</td>
</tr>
<tr>
<td>11-12</td>
<td>849</td>
<td>336</td>
<td>428</td>
<td>338</td>
</tr>
<tr>
<td>12-13</td>
<td>958</td>
<td>338</td>
<td>338</td>
<td>101</td>
</tr>
<tr>
<td>13-14</td>
<td>1068</td>
<td>113</td>
<td>101</td>
<td>113</td>
</tr>
<tr>
<td>14-15</td>
<td>1186</td>
<td>156</td>
<td>113</td>
<td>156</td>
</tr>
<tr>
<td>15-16</td>
<td>1318</td>
<td>171</td>
<td>156</td>
<td>171</td>
</tr>
<tr>
<td>16-17</td>
<td>1341</td>
<td>157</td>
<td>171</td>
<td>157</td>
</tr>
<tr>
<td>17-18</td>
<td>1568</td>
<td>152</td>
<td>157</td>
<td>152</td>
</tr>
</tbody>
</table>

Indicator # 9
Data from Aeries
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)

2014-15

- Caucasian: 45%
- Asian: 30%
- Latino: 28%
- Afr Amer: 2%

2015-16

- Caucasian: 45%
- Asian: 32%
- Latino: 28%
- Afr Amer: 2%

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)

2016-17

<table>
<thead>
<tr>
<th></th>
<th>Caucasian</th>
<th>Asian</th>
<th>Latino</th>
<th>Afr Amer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>41</td>
<td>26</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>Percent of subgroup</td>
<td>47</td>
<td>33</td>
<td>17</td>
<td>1</td>
</tr>
</tbody>
</table>

2017-18

<table>
<thead>
<tr>
<th></th>
<th>Caucasian</th>
<th>Asian</th>
<th>Latino</th>
<th>Afr Amer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>40</td>
<td>28</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>Percent of subgroup</td>
<td>42</td>
<td>35</td>
<td>27</td>
<td>1</td>
</tr>
</tbody>
</table>

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)

### 2014-15

- **Caucasian**: 45%
- **Asian**: 32%
- **Latino**: 28%
- **Afr Amer**: 2%

### 2015-16

- **Caucasian**: 45%
- **Asian**: 24%
- **Latino**: 35%
- **Afr Amer**: 2%

**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)

2016-17
- Caucasian: 41%
- Asian: 26%
- Latino: 28%
- Afr Amer: 2%

2017-18
- Caucasian: 45%
- Asian: 40%
- Latino: 27%
- Afr Amer: 12%

Indicator # 9
Data from Aeries
Note: Percentages are rounded up
LAHS 2008-2017
AP Test Results

Indicator #4
Data from College Board
LAHS 2008-2017
a-g Course Completion
% of graduating Seniors

Indicator # 2
Data from Aeries after override, before final CALPADS certification
### LAHS 2008-2017

**Completion of Alg II/II H**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12th grade students, CBEDS day</td>
<td>398</td>
<td>391</td>
<td>384</td>
<td>387</td>
<td>391</td>
<td>396</td>
<td>405</td>
<td>397</td>
<td>470</td>
<td>443</td>
</tr>
<tr>
<td>Completion with C or better</td>
<td>264/66%</td>
<td>255/65%</td>
<td>274/71%</td>
<td>256/66%</td>
<td>295/75%</td>
<td>289/73%</td>
<td>308/76%</td>
<td>332/86%</td>
<td>405/87%</td>
<td>388/89%</td>
</tr>
</tbody>
</table>

---

### % C or Better by Ethnicity

- **Asian**
- **Caucasian**
- **Latino**

**Note:** Senior class data from CBEDS demographic report.
LAHS 2008-2017
College Acceptance Rates
% accepted to 4 year schools

Indicator # 12
Data from Naviance via Post HS Plan, Self Reported College Acceptance Rates
LAHS Class 2016-2020
GPA below 2.0 by Ethnicity
Freshman Year

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Caucasian</th>
<th>Latino</th>
<th>Afr Amer</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2016</td>
<td>3%</td>
<td>2%</td>
<td>8%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Class 2017</td>
<td>3%</td>
<td>0%</td>
<td>6%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>Class 2018</td>
<td>3%</td>
<td>1%</td>
<td>7%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Class 2019</td>
<td>3%</td>
<td>3%</td>
<td>7%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Class 2020</td>
<td>6%</td>
<td>2%</td>
<td>12%</td>
<td>25%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Data from end of year Aeries query
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Class 2016</th>
<th>Class 2017</th>
<th>Class 2018</th>
<th>Class 2019</th>
<th>Class 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>67%</td>
<td>71%</td>
<td>71%</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>77%</td>
<td>87%</td>
<td>81%</td>
<td>74%</td>
<td>80%</td>
</tr>
<tr>
<td>Latino</td>
<td>50%</td>
<td>37%</td>
<td>37%</td>
<td>49%</td>
<td>39%</td>
</tr>
<tr>
<td>Afr Amer</td>
<td>89%</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>Asian</td>
<td>89%</td>
<td>88%</td>
<td>90%</td>
<td>87%</td>
<td>87%</td>
</tr>
</tbody>
</table>

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

Indicator # 8