

Los Altos High School Single Plan for Student Achievement

2017-2018

(based on data from 2016-17)



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Mountain View – Los Altos High School District

SCHOOL PROFILE

Built on the site of an orchard in the mid-1950s, Los Altos High School is a comprehensive public school serving approximately 2090 students. It is located in Silicon Valley, the world's technology capital, just four miles south of Stanford University. One of two traditional high schools in the Mountain View – Los Altos High School District, Los Altos High School serves a rich diversity of students from both professional and working-class families. The attendance boundaries for Los Altos High School cut through middle and low income residential neighborhoods, and light industry and high tech areas of Mountain View and through highly affluent sections of Los Altos and Los Altos Hills. Our attendance area also includes a small portion of Palo Alto. We are fortunate to be a Basic Aid District, as local property taxes exceed the state's revenue limit.

Los Altos High School has a reputation for rigorous academics, with an excellent college preparatory program and a wide range of honors and AP courses. Moreover, we have outstanding programs in the visual, performing and practical arts as well as in physical education. An extensive and highly successful athletics program, numerous student clubs, an active Associated Student Body (ASB) and Student Community Leaders (SCL) provide students many pathways to personal growth and enjoyment outside the classroom. We are passionate about our students.

We believe in their abilities to excel. We offer extraordinary support in helping each student find success. Virtually all students graduate, with 97% aspiring to enroll in post-secondary programs and 70% of those seniors attending four-year colleges or universities and 27% attending two-year colleges.

We have given greater attention, resources and staffing to student wellness, in recognition of the concerns that many students, parents and staff have about levels of student stress. This is a complex problem, not related exclusively to academic and school challenges, but does represent an identified need by all parts of our community.

Over the last several years, our population of Special Education and Socio-Economically disadvantaged students has increased. These sub-groups have been a key focus of our Western Association of Schools and Colleges (WASC) Action Plans and Professional Development efforts. We have also spent a great deal of time working to close the achievement gap and increase the enrollment of under-represented students in our AP/Honor classes. We have committed time and money to concentrate on these sub-groups in order to ensure their greater academic success.

VISION & ESLRS

The Mountain View-Los Altos Union High School District is committed to creating a community of learners with the knowledge, skills and values necessary to combine personal success with meaningful contributions to our multicultural and global society. The *Los Altos High School Vision*, drafted in 2012-13, continues to describe our guiding values:

We at Los Altos High School value a learning environment in which students and staff support one another in a spirit of unity and mutual respect.

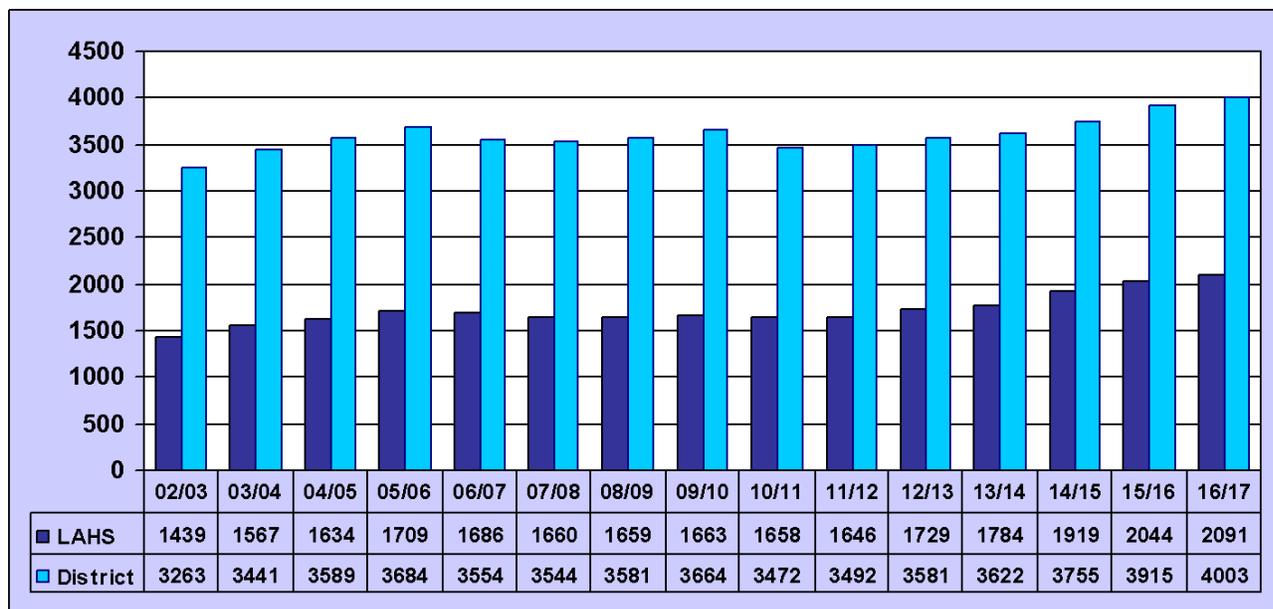
We are committed to continuous learning and the application of knowledge in the classroom and beyond.

We value our diverse pathways and empower students with the skills they need to achieve their goals after graduation.

The *Expected Schoolwide Learning Results (ESLRs)* continue to represent our larger, holistic vision of student learning and character development. During our 2012-13 WASC we adapted our ESLRs to be more reflective of 21st Century skills and the upcoming Common Core Standards. Our ESLRs focus on ways to improve each student's growth, both personal and academic.

- Collaborative Learners
- Community Participants
- Critical and Creative Thinkers
- Effective Communicators
- Knowledgeable Individuals
- Responsible Individuals
- Self-Directed Learners

STUDENT DEMOGRAPHICS

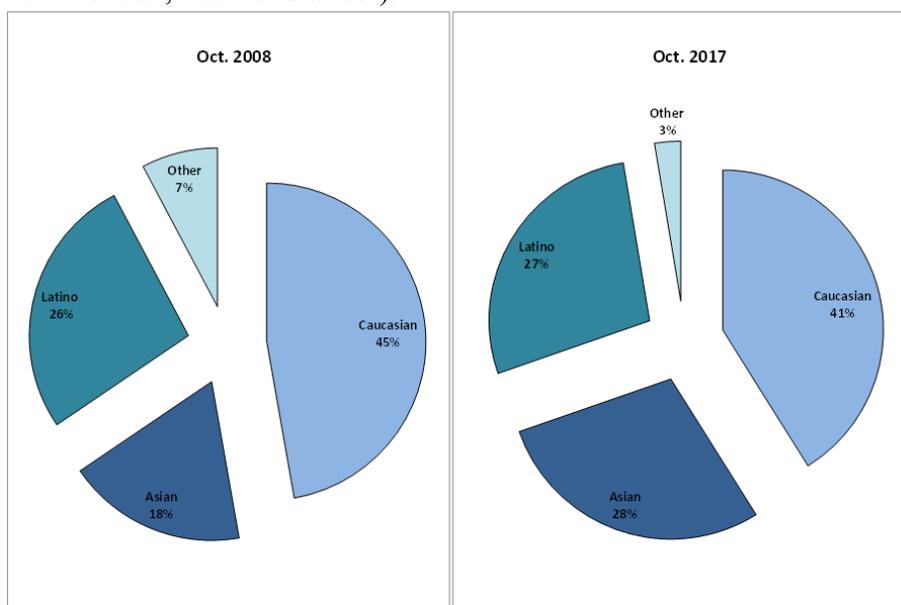


Source: CBEDS data, Includes Middle College and Moffett Independent Study; District numbers include MVHS and LAHS enrollment only

The growth in enrollment has increased by 47 students this year. We anticipate increased enrollment based on larger incoming 9th grade classes. Based on current demographic studies, we will see an increase in enrollment for the next several years and will need to address this growth in terms of facilities needs.

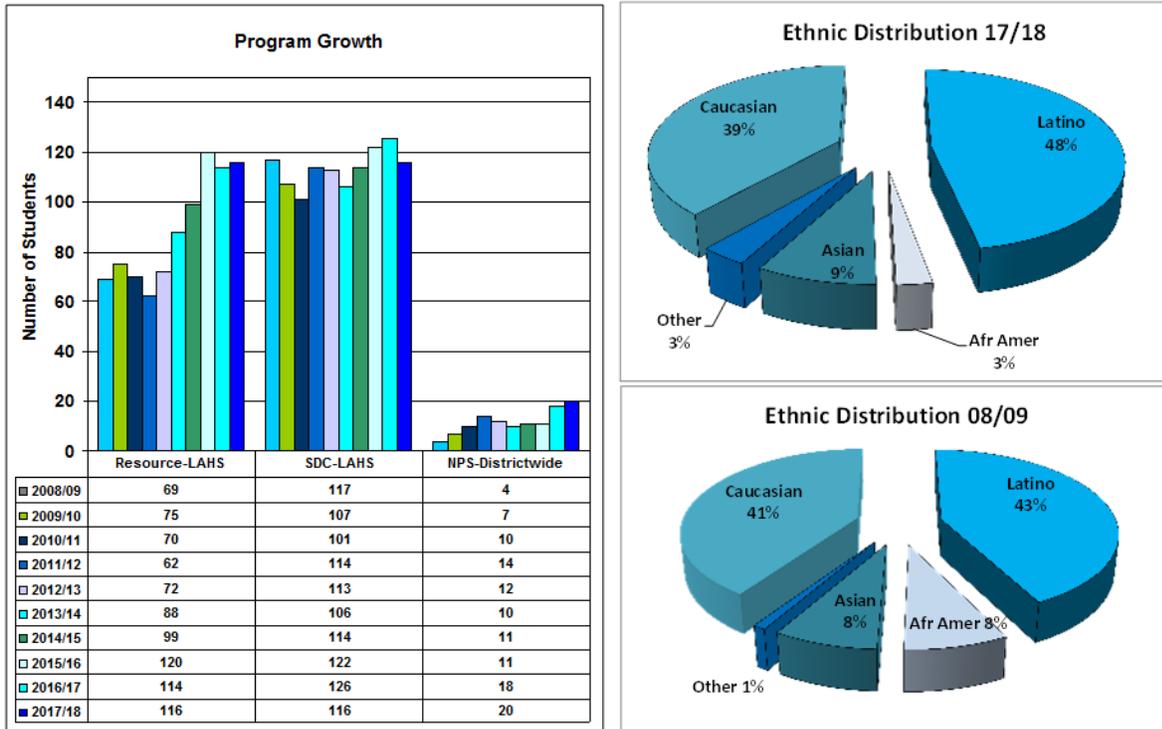
2016-17 POPULATION BY ETHNICITY

Our student body is comprised of 41% Caucasians, 27% Latino, 28% Asian and 3% “other” (African American, Native American, Pacific Islander).



Source: Annual Review 2017 – Includes Middle College and Moffett Independent Study

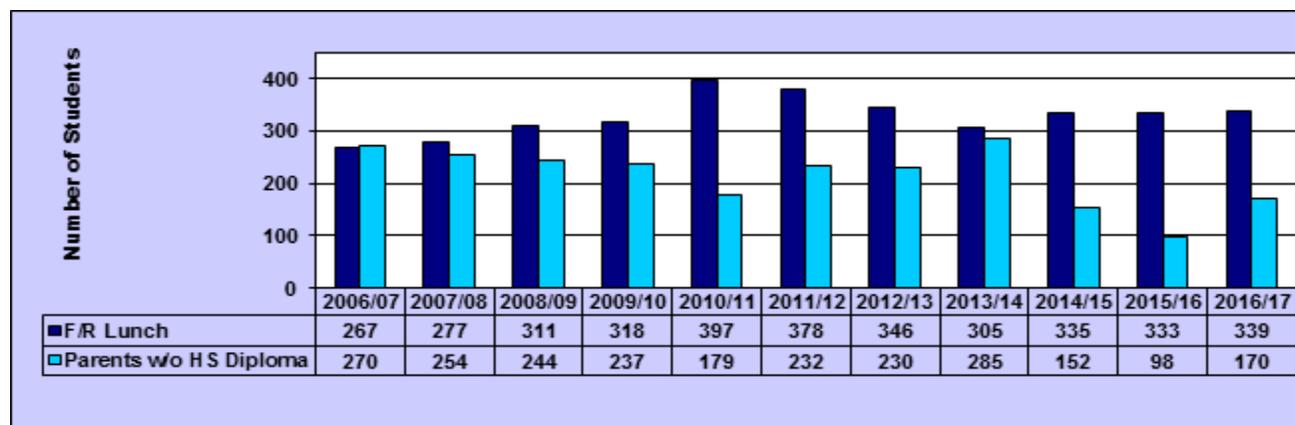
INCREASING NUMBER OF SPECIAL EDUCATION STUDENTS



Source: Annual Review 2017 – Includes Middle College and Moffett Independent Study

The Special Education umbrella covers three specific areas, Resource, Special Day Class (SDC) and Non-Public Schools (NPS). The number of Special Education students has been fairly consistent over the past two years; however, we have seen an increase in Non-Public Schools placement. We continue to struggle with the increase in Latino students enrolled in Special Education, specifically the number of Latino males enrolled in our programs and this has been noted in The Principal’s Exchange Report and our Special Education Review. This disparity is difficult to address after students have been enrolled in support classes throughout elementary and middle school and still maintain academic success in mainstream classes. However, this year, we have incorporated two (2) co-taught classes into our curriculum in order to address Least Restrictive Environment (LRE) issues for students enrolled in our Special Education programs. We recognize that the disproportionality of Latino students enrolled in our Special Education continues to be a concern and we will continue working with our partner schools to address this inequity.

SOCIO-ECONOMICALLY DISADVANTAGED



Source: Aeries query end of year

Students who qualify and apply for our Free and Reduced Lunch program have remained consistent over the past three years. We are concerned that there are more students who may qualify but who do not apply for this support. At the beginning of each school year, we reach out to our parents, students and staff to encourage families to apply for assistance through the Free and Reduced Lunch program and follow up with families if we become aware of their possible eligibility.

We saw a decrease in the number of parents without a high school diploma in 2014/15 and 2015/16; however there was an increase in this number for the 2016/17 school year. The proportion of students facing these challenges has remained fairly constant over the last several years. We use this data on an individualized basis to provide scholarship support to students for a number of co-curricular activities and academic programs.

ENROLLMENT OF ENGLISH LEARNERS, FEP*, AND REDESIGNATED STUDENTS

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
School Enrollment	1663	1660	1648	1728	1782	1919	2044	2090
Native English Speakers	62%	60%	59%	60%	57%	57%	56%	54%
English Learners	9%	8%	6%	4%	4%	6%	7%	6%
FEP	28%	30%	34%	35%	37%	37%	12%	12%
ELD Stu Redesignated FEP	1%	2%	1%	1%	3%	0%	25%	28%

Source: Dataquest website - <http://dq.cde.ca.gov/dataquest/>

*Fluent English Proficient

In the fall of 2011, the ELD program was moved to Mountain View High School. We recognize that there are students who require language acquisition; we currently do not have a formal ELD Program at LAHS. Due to an Office of Civil Rights (OCR) concern, students who live in the LAHS attendance area can request to attend LAHS regardless of the English Language needs. Our staff is highly trained and continues to provide differentiated instruction for English Learner students; however, as the numbers of EL students continues to increase, we will need to look for opportunities to meet their differentiated learning needs.

We meet students' language acquisition needs through double period support classes at the 9th grade level and through the Academy during their 10th, 11th and 12th grades. Support classes include

Survey Skills, English 10 Skills, Math Lab, Algebra II Enhanced, World Studies Skills, the Tutorial Center, Supervised Studies, extended library hours staffed, and Peer Tutors.

INTRA-DISTRICT TRANSFERS GRANTED EACH YEAR

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
LAHS to MVHS	64	58	24	40	65	98	113	61
MVHS to LAHS	41	48	47	68	100	108	94	83
Net Gain/Loss to LAHS	-23	-10	+23	+28	+35	+10	-19	+22

Source: Annual Review 2017

The Mountain View-Los Altos Union High School District no longer has an open-enrollment policy for incoming ninth graders. Over the past three years, there has been a net gain in our transfer numbers. Fewer or no intra-district requests are being granted and as a result the District's goal of creating two equally sized comprehensive high schools is within reach. Due to the continued growth at Los Altos High School, there is talk about allowing a limited number of intra-district transfers to be considered for the 2018-19 school year.

STAFF DEMOGRAPHICS

Los Altos High School currently has 113 fully credentialed teachers, 7 counselors, and five administrators. One of the District's goals is to hire and retain the highest qualified staff to serve our students' educational needs.

2016-2017 ADMINISTRATIVE DATA

Administration	Gender	# years in current role	Total Administrative Experience	Prior experience
Principal	Female	12	26	8 (counselor and teacher)
Asst. Principal	Male	6	6	27 (teacher)
Asst. Principal	Female	8	8	11 years (counselor)
Asst. Principal	Female	3	10	5 years (teacher)
Student Services Coordinator	Female	1	2	2 year (Administrator) 9 year (teacher)

Source: district office - personnel office

2016-17 TEACHER CREDENTIALS

Teachers	LAHS
With Full Credential	113 teachers and 7 counselors
Without Full Credential	1
Teaching Outside Subject Area Competence	0

Source: district office - personnel office

TEACHER EVALUATION

Our District is committed to keeping only the best teachers. Our highly competitive salary schedule attracts teachers throughout the state. We proactively interview in a timely manner to ensure the broadest spectrum of candidates. The interview process includes a panel of administrators, department coordinators, subject teachers, a student and a parent when available. Once teachers

are hired, they are introduced to the district through a three-day orientation involving both the district and site. We also have a comprehensive Beginning Teacher Support and Assessment (BTSA) program with a full-time district coordinator and with three instructional coaches that are course specific (math, social studies and science). This team also support technology innovations in the classroom. The administration is committed to timely evaluations and feedback for all employees. Temporary and probationary teachers are guaranteed a minimum of three classroom visits and subsequent evaluations. By the end of February, a comprehensive final evaluation, which includes student surveys, data analysis and review of student and teacher products, is reviewed with the teacher.

Our District has established a comprehensive teacher evaluation process based on the California Standards for the Teaching Profession. Prior to granting tenure, we carefully observe, evaluate and render a final assessment as to the qualifications of non-tenured teachers at our site. We carefully assess each teacher's classroom effectiveness, including student surveys, using the following State Standards:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Tenured teachers, who are highly qualified and have earned satisfactory evaluations, may opt for an alternative evaluation method called 2B whereby they work in teams to explore professional development areas that are specific to their interest and/or needs.

SUBSTITUTE TEACHER AVAILABILITY

Substitute teachers for the Mountain View-Los Altos Union High School District are district-managed. All substitutes have a minimum of a Bachelor's degree, have passed the California Basic Skills Test (CBEST) and hold the required credential to provide this service.

PROFESSIONAL DEVELOPMENT

During our 2012-13 WASC self-study, we focused on the development of a comprehensive five-year Professional Development Plan for Los Altos High School. The Staff Development focus for 2016-17 was to review the overall success of our alignment of curriculum, instruction and assessment toward larger learning goals and common core achievement measures with a specific focus on major summative assessments and/or homework. The specific focus of course teams was on major summative assessments and/or homework and their effectiveness as learning tools, assessment devices, opportunities for feedback and sources of stress. Two additional foci were 1) on our use of classroom-based data to make thoughtful decisions about aligned course team policies and practices and 2) school-wide activities for students and staff based on developing a growth mindset, combined with emotional Intelligence, for the reduction of unhealthy stress.

As a school and district, we continue to look for ways to address wellness for both our students and staff. Over the past three (3) years, student stress has increased (as reported by students on several surveys). This is an area that we continue to work on using the resources provided to us by the MVLA Foundation and District.

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

New teachers and teachers new to the District enjoy a fully supported and effective BTSA program. BTSA organizes monthly meetings and additional workshop opportunities. Workshops and site meetings help familiarize new teachers with the particular policies and educational values of the school that are part of the New Teacher Program. The BTSA program uses a Formative Assessment model that asks new teachers to choose one or two particular subcategories of the California Standards for the Teaching Profession (CSTP) as their professional growth goal. The identified goal is discussed in a one-on-one meeting with their BTSA coach and then observed by the coach in a classroom setting. The individual attention we are able to provide new teachers through our BTSA program helps them to improve their teaching practice and reflect on their growth. Department coordinators have also increased their role in supporting new teachers through classroom observations and one-on-one meetings.

Our Classified Staff plays a critical role in our school culture through their work and as members of our school community. They can also pursue professional growth activities individually and as teams on an ongoing basis. Our site organizes classified training opportunities that are directed to address specific needs. The classified staff met as a home group for our WASC Self-Study and continues to play an important role in defining our school culture.

Our District, site administration and Leadership Team use data to look for ways to improve and align instruction to the California State Standards. We continue to explore the Common Core Standards and Next Generation Science Standards (NGSS) and monitor their impact on instruction and assessment practices.

Throughout the year, departments meet regularly to align curriculum and assessment, discuss issues and consider different approaches to improve instruction for all students. Implementation Teams meet once a month to continue their discussions of school-wide reform and address the WASC Action Plan. The principal, the three assistant principals and the student services coordinator meet twice a week to review concerns, challenges and the needs of our students and staff in support of our Staff Development plans for the year. At the end of each semester, data is collected and analyzed and the findings are presented to the School Board.

INSTRUCTION

Los Altos High School offers 71,400 instructional minutes spread over 180 instructional days, exceeding the State mandated 64,800 instructional minutes.

In 2016-17, Los Altos High School had five teacher in-service days and four flexible schedule days used for Staff In-Service and Professional Development. In addition, course teams and departments regularly meet to align their instruction, curriculum and assessment.

The MVLA governing board adopted the state content standards as the district's minimum standards for all core academic classes. In those subject areas, where there are no state standards, the state frameworks serve as the basis for curricular planning. The LAHS curriculum is comprehensive and extensive. Instructional practices are frequently research-based and differentiated according to student performance. The majority of courses we offer are approved by UC to meet the UC/CSU a-g requirements. In addition, LAHS offers an array of electives in a number of different fields.

PARENTAL INVOLVEMENT OPPORTUNITIES

Los Altos High School has numerous active parent groups that help to create an atmosphere of academic excellence. They support an array of extracurricular activities that students have come to expect at LAHS. Parents can be found volunteering in the Tutorial Center, College Career Center, in the administrative offices, as mentors in the AVID program and also through Mentor Tutor Connection. Parent groups are responsible for hosting events such as Writer's Week, Science and Technology Week (STEM) and History Week.

The Los Altos Parent Teacher Student Association (PTSA) provides a wide variety of indispensable services to the school. Each year this group provides agenda planners for the incoming 9th graders, AVID and Special Education students. A limited number can be purchased by upperclassmen. They support us with critical volunteer assistance in school events as well as facilitate many other special projects, such as Grad Night, parent education seminars, Camp Diversity scholarships and other student scholarships.

The Los Altos High School Athletic Boosters is a non-profit organization made up of parents, staff and community members. Funds are raised primarily through membership dues and fundraisers. These funds are used to help provide uniforms, letters, trophies and specialized equipment for the athletic program.

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

Latinos Unidos Caminando Hacia Adelante (LUCHA) is a parent group established to inform, assist and educate Latino parents about the educational system and the family's role in the academic lives of their children. Topics such as graduation requirements, college entrance process, high school and college exams, community services, legal aid, undocumented student issues and financial aid are addressed by this group. They also explain how to access and communicate with teachers, counselors and the administration at Los Altos High School. This year the Parent Institute For Quality Education (PIQE) was introduced to our Latino families. The District brought in PIQE to work not only with our high school families but also reached out to our partner districts and their Latino families. The PIQE group works with families to better understand their educational rights and how to access school resources for their students.

Los Altos High School has a School Site Council made up of twenty members including students, parents, teachers, and administrators. The School Site Council is designed to improve and support school services and campus climate. The Site Council is responsible for creating/monitoring the school's annual Single Plan for Student Achievement and the school's Safety Plan.

PTSA VOLUNTEER HOURS

Years	# of Volunteer Hours*
2016-17	15,267
2015-16	19,193
2014-15	18,207
2013-14	17,468
2012-13	16,492
2011-12	13,480

*These hours include all Parent Groups.

Form D: SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Names of Members	Principal Assistant Principal	Classroom Teacher/ Counselor	Other School Staff	Parent or Community Member	Secondary Student
Blanca Estela Rocha Limon				X	
Sarah Carlson		X			
Chris Mesel				X	
Julie Corzine			X		
Douglas Curtis					X
Darren Dressen		X			
Elodie Cerauskis					X
Gaby Khouri-Haddad				X	
Jeanine Wolfson				X	
Monsterrat Sanchez					X
Elena Baquero				X	
Erica Starks		X			
Jesus Munoz Yopez					X
Kelly Coble		X			
Premika Ratnam				X	
Ariel Rojas		X			
Wynne Satterwhite	X				
Hannah Phelps				X	X
Ria Freedman					X
William Tinajero					
Rob Gloster				X	
Galen Rosenberg	X				
Number of members of each category	2	5	1	8	6

STUDENT ACHIEVEMENT DATA

SBAC DATA

	2015 Met or Exceeded	2016 Met or Exceeded	2017 Met or Exceeded
Math	70%	67%	70%
ELA	76%	70%	82%

2015 Tested Math	2015 Tested ELA	2016 Tested Math	2016 Tested ELA	2017 Tested Math	2017 Tested ELA
76%	80%	93%	93%	93%	93%

Source: CAASPP website - <http://caaspp.cde.ca.gov/sb2015>

We are pleased by the increase in SBAC passing rates from 2016 to 2017. The previous year's drop concerned us, and thus we examined the results in detail, surveyed senior students about their experience with the testing and asked for input on preparation and support to better prepare students for this important assessment in the future. Departments and Course Teams examined Common Core standards and the relationship between SBAC tests and current curriculum, instruction and assessment. Working with the Instructional Support Team (IST), we implemented a more consistent and structured use of the Interim Assessments. We adjust the testing schedule based on student and staff input. We believe these efforts led to the growth in the 17-18 school year.

CONTINUED FOCUS FOR FUTURE ASSESSMENT

As a staff, we are concerned with the large gap in performance between our Black, Latino, SED and Students with Disabilities as compared to Asian and White populations.

The Los Altos High School staff is very committed to addressing the needs of each student. Underachieving students are identified in eighth grade or when they first enter Los Altos High School and are subsequently placed in appropriate support classes that closely monitor their progress. We continue to strengthen our support programs and are working to find other effective ways to help all students reach their goals. Our 9th Grade Core Innovation Team continues to identify underachieving students and pair them up with staff members to try to help them make a successful academic transition into high school. The Academy Program is aimed at our Latino and Socio-economically Disadvantaged subgroup. This class meets daily to support students with their day-to-day study skills and ultimately their academic performance. The teacher/counselor works closely with other staff members to monitor the student's progress and is also on the 9th Grade Core Team.

CONCLUSIONS FROM PARENT, TEACHER AND STUDENT INPUT

All three groups recognize the challenge we face in bringing up performance of certain identified subgroups. There is general agreement that our greatest challenge lies in improving student performance in Algebra I in the ninth grade and maintaining improved scores for these students as they advance through the math curriculum, specifically in Algebra II, which is considered a gatekeeper for a-g completion. Another challenge is providing greater support to increase enrollment in AP courses. It is a consensus among all stakeholder groups that the percentage of students who are successfully completing the a-g requirements should increase each year, so that Latino and African American students can reach parity with their Asian and Caucasian counterparts.

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

GRADUATION RATES

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Dropouts Grades 9 through Grade 12*	2.0%	1.5%	0.8%	0.5%	0.5%	0.4%	Data not yet available on CDE website
Grade 12 Graduates	395	391	393	397	396	471	
Graduation Rate	97.8%	98%	99%	99%	99%	99%	

Source: Dataquest website - <http://dq.cde.ca.gov/dataquest/>

*The 1-year dropout rate is the percent of dropouts during a single year, calculated from actual data submitted. It is also called the "annual" or "event" rate and it is the dropout rate used by the National Center for Education Statistics (NCDES) to compare states and school districts. The Graduation Rate is calculated by the NCDES definition: Number of Graduates (Year Four) + Gr. 9 Dropouts (Year One) + Gr. 10 Dropouts (Year Two) + Gr. 11 Dropouts (Year Three) + Gr. 12 Dropouts (Year Four).

SENIORS MEETING a-g COURSE REQUIREMENTS: 4-YEAR TRENDS

	% Meeting a-g						
	2011	2012	2013	2014	2015	2016	2017*
Total School	69%	74%	76%	77%	77%	77%	75%
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%
Two or more Races				82%			

Source: Dataquest website - <http://dq.cde.ca.gov/dataquest/>

*2017 data taken from Indicator #2

Seventy-five percent of all students have met basic eligibility requirements for UC/CSU admissions by completing a-g course requirements. While the gap between Latino and African American and Asian and Caucasian students has been closing, it continues to be of great concern. Many of the students who do not complete the a-g requirements are missing Algebra II, two years of a World Language or have earned a "D" grade in one of the specified a-g classes.

COLLEGE ACCEPTANCE RATE – SELF-REPORTED

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
All Colleges/Universities	99%	99%	95%	96%	97%	97%	95%	94%
4-Year Private/Public	66%	64%	60%	67%	70%	70%	69%	66%

Source: College Acceptance Rate report

Almost 99% of our students fulfill our high school graduation requirements. Ninety-four percent (94%) of those students go on to college*, with 66% reporting to be entering four-year universities directly out of high school. Students falling into the other 26% will enroll in two-year colleges, join the military or move directly into the workforce.

*Note: As of 2014/15 LAHS no longer provides individual ranks for students.

CAREER TECHNICAL EDUCATION PROGRAMS

Our Career Technical Education Program (CTE) is part of a Joint Powers Agreement with two other high school districts in our area. This enables us to have greater access to a wider variety of offerings for our students. On our campus, we currently have four CTE programs. They are as follows: Culinary Arts, Auto, Technology Education and Literacy in Schools (TEALS) and Project Lead the Way (PLTW).

Our College/Career Resource Center is currently staffed with two highly qualified staff members. They work closely with seniors and juniors on college and career planning. They also work with students to find summer internships and/or jobs. With the addition of new seating, the College/Career Resource Center has become a popular place for students to work on college applications, interview with colleges, attend college visits and study.

Our Special Education Department offers a Workability Program to students enrolled in resource or special day classes. We have a full-time Workability Coordinator who works with students and provides employment contacts for them in the community. He is available to help students fill out job applications, practice interviewing techniques and follows up with visits to the work sites once the student has obtained a job.

COLLEGE ADMISSION TEST PREPARATION COURSE PROGRAM

Through our College/Career Center, students can access services provided by various test preparation companies. A resource library is available for students who wish to engage in focused practice for a given test. Test taking skills are embedded in classes across the curriculum. The Tutorial Center provides services to help students prepare for standardized tests and college admission tests. The College/Career Center provides college admission test preparation through The Edge, an outside test prep vendor.

Additionally our AVID program works with an outside testing group, Revolution Prep, to provide a practice test in the spring and test prep classes each fall. The PRA from Princeton Review, is a test that determines whether a student is stronger in the SAT or the ACT, is also available through the College/Career Center. With the support of our MVLA Foundation, we administer the PSAT school-wide during the school day. All sophomores and juniors take the PSAT while seniors and ninth graders are involved in post-secondary activities. Students also had the opportunity to take the PACT this fall.

Our College/Career Center also holds Coffee Chats for parents. These chats focus on providing information for parents regarding everything from financial aid to college awareness and suitability and exploration of the various universities and colleges.

SCHOOL SUPPORT PRACTICES

Los Altos High School works hard to maximize student attendance, and to teach students the importance of punctuality and attendance. Students are expected to be in class on time and we work closely with parents of students who exhibit attendance problems. The staff at Los Altos High School is committed to creating a safe, caring and personalized environment while maintaining a high standard of student behavior.

We have hired a Student Services Coordinator who works closely with school therapists and counselors to provide emotional support for students. While wellness is a major focus of her job, she also monitors 504 plans and works with school refusal students and their parents.

The counseling department at LAHS strives to help students attain their goals whether they involve going to college, entering the world of work or discovering other options. We assist students and parents in identifying academic and vocational needs, planning a course of study, answering questions or discussing problems that arise. We also provide them with referrals to community resources when needed during their annual meeting. Our goal is for students to enjoy their years at

Los Altos and to graduate with academic and lifetime skills.

The College/Career Resource Center empowers students at all grade levels to discover and plan what they will do after high school. Students are provided the best and most current information regarding colleges, universities and careers.

Our Student Services Coordinator is working with students, therapists, staff, parents and our community to provide wellness services to our students. She has organized lunch time chats for students and has provided resources to parents through evening panel discussions. She worked with a group of parents and staff members on a small pilot of Challenge Day for 100 9th Graders. This was extremely successful and we are planning to do Challenge Day with all 9th Graders in the 2017/18 school year working closely with the PTSA. Since this is a new position this school year, she is continuing to look for way to better serve our students and staff wellness needs.

The Library engages students at all levels to read, research, and create. Through our print and e-book collection, students can choose from over 100,000 titles for their personal and academic use. Our numerous subscription databases give students access to high quality content to meet all their research needs. In addition to these texts, students can also check out many multimedia resources to help them create engaging and innovative school projects.

Students requiring extra academic support find additional help in the Tutorial Center. Both peer and professional tutors specializing in academic areas offer help to individual students throughout the day during the hours of 8:00-4:30. Through our course offerings at LAHS, we offer 9th grade skills courses specifically focused on Algebra, English and World Studies.

Los Altos strongly believes that a comprehensive high school must provide a rigorous academic program along with a complete extra-curricular program that includes a full range of athletic activities for males and females. More than half of our student body participates in our extensive athletic program. Since the school opened in 1954, Los Altos teams have won 249 Santa Clara Valley League Championships, 24 Central Coast Section championships and one State championship. Los Altos teams have also won 47 Scholastic Championship Team awards. During the 2015-2016 school year, 886 students competed in athletics - 13 students were 3-sport athletes and 161 students were 2-sport athletes. We are proud of the strong academic success of our athletes as well. 95% of our teams had an average team GPA of 3.0 or higher.

Co-curricular activities offer additional learning opportunities for students at Los Altos. Lessons learned in classes emphasize decision-making, dealing with consequences and working cooperatively. Students can also be involved in a variety of activities including but not limited to drama productions, the student newspaper, *The Talon*, the yearbook, *The Aerie*, Mock Trial, Robotics, Student Government (ASB), Community Service Leaders (CSL), Latino Student Union (LSU), Model UN, Haiti Solidarity, One Dollar for Life (ODFL) Stand up to Cancer and Speech and Debate. This year LAHS had over 85 chartered student-led clubs.

Los Altos has a strong music department that includes a wide variety of both vocal and instrumental offerings such as marching band, orchestra, wind ensemble, concert band, symphonic band, jazz ensemble, chorale, Girl's Twenty-One, Varsity Men's Glee and our world-renowned Main Street Singers.

Other special programs include:

- AVID (Advancement Via Individual Determination)
- The Academy
- Mentoring
- CTE (Career Technical Education)
- SAT (Student Assistance Team)
- On-Site School Psychologists
- On-Site Behavioral Therapist
- Therapists, Therapeutic Special Day Class
- Counselors from CHAC (Community Health Awareness Council)
- Lucile Packard Children’s Hospital Health Van (once per month)
- Counselor from CHC (Children's Health Council)

SCHOOL CLIMATE

SCHOOL SAFETY AND CLIMATE FOR LEARNING

Maintaining a climate that is conducive to academic excellence and safe for everyone is one of our highest priorities. Early interventions, including counseling and other school and community-based support services, as well as the work done by our Student Conduct Liaisons, support this focus. Working closely with our Student Resource Officer (SRO), we have trained staff to raise their awareness of areas of potential concerns.

Administrators work collaboratively with staff to develop behavioral expectations and enforce clear standards for student conduct. The district supports us in our efforts through rigorous follow-through on recommendations for expulsions and suspensions when necessary.

SUSPENSIONS: 4-YEAR TRENDS

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
# of students	70	62	59	43	20*	48	38	47
% total population	4%	4%	4%	3%	1%	2.6%	1.8%	2.2%

Source: Suspension Report

*Does not include Home Detentions.

The percent of suspensions has remained fairly consistent over the past two years. While we did see a slight increase in suspensions last year, (0.4%), our continued work with our SRO and parent education evenings has helped keep our focus on maintaining a positive and safe learning environment. Assistant principals continue to use attendance meetings to build strong relationships with students and to monitor students who demonstrate at risk behavior.

EXPULSIONS: TRENDS

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Recommended	4	0	4	2	1	2	3	1
Expelled	0	0	0	1	0	0	0	0

Source: Expulsion Report

In lieu of expulsion, the district often transfers students who are not considered “dangerous,” but who have violated school policy or Ed Code, to a County Community Day School. The district follows

policy and regulations to make sure families are accorded their due process rights under our “Involuntary Transfer Policy.”

SCHOOL FACILITIES

During the 2009/10 school year, we worked with our community to pass a bond measure that allowed us to install solar panels in our student parking lot, decreasing our power consumption by half. In 2013, we opened 12 new classrooms in a new two story building and renovated three science classrooms in the existing 700 building. Due to continued growth, additional portable classrooms will need to be added as we await funding for permanent new building. All other classrooms have been renovated within the last decade and are well maintained. Our maintenance staff consists of 9 full-time employees who are on duty from 6am until 11pm throughout the week. All classrooms and facilities are cleaned daily.

Working with the MVLA Foundation, we continue to incorporate technology into our classrooms. A Bring Your Own Device (BYOD) policy for the entire school has been normalized as a part of instruction. The Google Suite and Google Classroom are tools used in all departments by all students. We distributed 800 Chromebooks to our students in the first week of school. The remainder of the students brought their own devices. We have been able to install document cameras and LCD projectors in all of our current classrooms. All teachers have classroom access to the internet, a standardized online grading and attendance system, and the Naviance college-readiness program. We continue to look for new technologies that enhance our students’ learning opportunities.

Our campus resembles a community college in its setting. We have a 380 seat theater, a large library and Tutorial Center and a College-Career Center. We have two gyms, an Olympic-sized pool, dance room and a new fitness center that support our physical education and athletic programs. Our artificial-turf athletic field is surrounded by an eight lane synthetic track. We resurfaced our 12 tennis courts in 2012 and replaced our artificial-turf athletic field in 2015. We have completed renovation of our softball and baseball diamonds, soccer field and other athletic facilities.

SCHOOL FINANCE

In this district, per pupil expenditures in 2016/17 was approximately \$17, 031. The district offers a rich and comprehensive program of services that is designed to accommodate students with diverse needs. We have a very strong college preparatory program and many different support services for students whose academic talents are just beginning to unfold. To provide all students the opportunity to complete high school and to be prepared for post-secondary education, training and work experience, the district operates a multitude of alternative programs, each designed to cater to the needs of a particular group of students. The high school provides excellent services for Special Education students. We have three different Special Education programs on campus to provide support including Resource, Special Day Class and Therapeutic Program for our Emotionally Disturbed (ED) students. The Academy program is in its eleventh year and continues to serve at-risk students who are not eligible for other support services. We also provide a wide array of alternative programs which include, among others, a summer school Bridge Program, a Middle College Program, Adult Education Concurrent Program, Alta Vista Continuation High School, Alta Vista Opportunity School and Freestyle Academy of Communication Arts and Technology.

INSTRUCTIONAL PLANNING AND SCHEDULING

SCHOOL INSTRUCTION AND LEADERSHIP

We are heading into the final year of our six year WASC accreditation and will be developing our self-study and new Action Plan. For the last three cycles, our WASC Action Plan has been the foundation of school improvement efforts, and the Administration and Leadership Team use the Action Plan items as the basis for their annual planning.

Our Leadership Team is comprised of five Administrators, the department coordinators, six elected certificated staff members and one elected classified staff member. LAHS has a genuinely democratic and participatory culture. Administrators, teachers and classified staff see themselves as professionals playing a direct role in the decision-making process at our school. Virtually all new programs, professional development and curricular decisions have their roots in the WASC Action Plan. They have been developed, approved, assessed and revised through the Leadership Team and the innovation teams. Innovation teams bring together groups of teachers to develop specific proposals that bring to life the ideas and goals of the WASC Action Plan. Our WASC Action Plan focuses on continued academic achievement for every student, implementation of our Technology Plan and a cohesive, multi-year Staff Development plan.

The Leadership Team supports the improvement of instruction, curriculum and assessment, primarily through data analysis and teacher input. Test scores, grades, a-g completion rates, graduation rates and post-secondary plans are all taken into consideration when determining the focus of the school's curriculum. The Leadership Team makes recommendations regarding course offerings and courses designated for class-size reduction. Members are also involved in vertical teams within the major departments to facilitate cross-grade level dialogue. Articulation with our partner schools has increased with public information nights as well as with visits to the individual schools. We seek to further define our academic expectations for all students and continue to work on the alignment of core curriculum.

Students, through our ASB, Latino Student Union and Student Community Leaders, as well as regular surveys of all students on important topics, play an important role in the leadership of our school. The input, advice and information provided by these groups and surveys are a critical element of our decision-making process.

During the 2011/12 school year, there was a District Task Force established to study and make recommendations regarding assessment. This work included parents and students as well as staff and culminated in a proposal to the superintendent on a new board policy to address assessment and grading policies throughout the district. In 2012/13, this new policy was implemented throughout the district. While it was helpful to begin the alignment conversation regarding assessment, there is still work to be done at the course team level.

The next step in this work was a similar examination of current and possible best practices for Homework. Los Altos staff participated in a year-long review and discussion in 2015-16 that led to a revised Board Policy on Homework as well as Administrative Regulations to be followed by teachers at the Course Team and Department Level. Over the next few years we will continue to gather data, modify and refine our assessment work and use of Homework using these policies as our guide.

The district office and governing board, through the site administration and the regular minutes of the Leadership Team have been kept apprised of issues, proposals, programs and decisions made at the site level. The current superintendent and governing board have stated that it is their intention to develop district and board goals directly from the site's WASC Report and Action Plan. The allocation of support and resources from the district will then be even more closely aligned with the site's WASC Action Plan in the coming years.

EDUCATIONAL PRACTICES

ALIGNMENT OF CURRICULUM, INSTRUCTION AND MATERIALS

Our school curriculum is closely aligned to state standards in all core subject areas. In addition, all departments have made revisions to their curricula to better align learning goals with the California Common Core Standards and the California Next Generation Science Standards. All major departments have had the opportunity to review their curriculum and make modifications in terms of both horizontal and vertical alignment. There is a new District-wide policy for adopting textbooks and supplemental materials. Department Coordinators from both sites work collaboratively with a small group of teachers to pick instructional materials that will be used on both campuses. A subcommittee meets to review materials to ensure their alignment before a purchase is authorized. The Board approves all purchases of instructional materials, and certifies that they meet state content standard requirements.

As teachers make more regular use of digital teaching and learning technologies, in our case based primarily on the Google suite and Google classroom, we are moving toward a better understanding how best to use these tools. Staff development related to the use of these technologies, and ongoing classroom experimentation, have made them a more consistent and aligned part of the materials used for instruction. We are moving toward a more systematic and aligned set of standards for the purchase and use of these materials by teachers and students.

The district and school closely monitor student performance. Each fall, a comprehensive analysis of students' academic achievement is presented to the School Board. All data is disaggregated to better monitor the achievement of sub-groups on specific performance indicators. Our school continues to communicate to parents the increasing alignment of our curriculum to state standards. The publication and internet posting of the SARC, school newsletters, bulletins, and the summer mailer all communicate vital information to parents and our community. A curriculum handbook is made available online for each family at the time of registration. Additionally, all families have access to an AERIES Browser ~ Student Information System (SIS) that allows them to look at their student's information, including attendance, grades, homework and graduation status.

We continue to investigate how Common Core Standards may impact our curriculum, instruction and assessment. Course teams are looking at their instructional practices and curriculum to see how they can support student learning and expose them to Common Core activities.

AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS

Standards-aligned textbooks and instructional materials for all students are sufficient in both quality and quantity in each subject area. The board annually reviews the quality and sufficiency of instructional materials in a public hearing. The board has declared, as one of its priorities, to ensure that every student and teacher have the necessary materials for teaching and learning to occur at the highest level. We currently have a replacement cycle for textbooks by department. We are

continuing to purchase classroom sets of books so that students will not have to transport a multitude of books between home and school. Our BYOD policy has decreased the need for students to bring and/or use books. Many teachers supplement the use of books by using primary source and other instructional materials online.

ALIGNMENT OF STAFF DEVELOPMENT

Teachers at LAHS spend approximately five days each year in school and/or district directed professional development. Further, Course Teams and Departments use their regular collaboration meeting times to make progress on school-wide, department and course team development goals.

Additional staff development opportunities are available to teachers and staff through Curriculum Institute funding. Our school-wide focus has been on using classroom-based data to improve instruction and assessment. In addition to full and partial staff development days, course teams work collaboratively on a regular basis to align curriculum and assessment to Common Core/NGSS standards and to best practices, based on the analysis of classroom-based data.

In-service decisions are based on student performance data, the WASC action plan, and objectives identified by the school's Leadership Team. A group of staff members organizes and develops the in-service plans for each year, based on the goals of our WASC Action Plan. At the end of the school year, our IST group puts on a day-long Learningpalooza for all District staff. The information presented is based on staff interest, site needs and course team and department suggestions. This professional development opportunity has rapidly become a staff favorite. In August, at our annual retreat, we analyze district wide data to ascertain patterns that help us determine long term staff development plans. Also taken into account are the School Board's district-wide goals.

SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDER-PERFORMING STUDENTS TO MEET STANDARDS

The district is committed to providing additional personnel including a community liaison and expanded instructional aide hours to support students in their mainstream classes. The community liaison also works with parents and LUCHA to ensure increased awareness and parental involvement. All teachers at Los Altos High School have a Cross-Cultural Language and Academic Development (CLAD) credential or a Specially Designed Academic Instruction in English (SDAIE) certificate. New staff members are required to complete their SDAIE certification before they are granted tenure in the district.

USE OF THE STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Long before the state implemented its accountability system, the district office regularly collected, analyzed and disseminated student performance data to provide the basis for educational and fiscal decisions, both at the district and site level. The board adopted a set of performance indicators that reflect State and District accountability goals, as well as the WASC Action Plan goals for each site. The Educational Services Department at the district office is responsible for the collection of data and for assisting the high school principals and staff with data analysis and the preparation of a comprehensive, annual student performance report that is presented to the board each November.

The Leadership team at LAHS is instrumental in advancing our interest in common assessments and

the horizontal and vertical alignment of curriculum, assessments and instructional practices as well as grading practices.

USE OF DATA IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

Grade data is core to the direction and effectiveness of our curriculum, professional development and overall vision. It is a primary focus for both our Leadership Team and the department coordinators. Coordinators analyze and disseminate data within their departments, looking for trends in student performance and patterns in teacher results. This data includes individual teacher classroom grade results, course team results and averages, as well as D/F grade data at the course, department and school-wide levels.

Since 2006, the administrative team has performed quarterly walkthroughs in every classroom. Additionally, administrators are assigned to specific core departments as a liaison. Over the course of the year, administrators visited their core department classrooms and created partnerships with their assigned coordinator, analyzing data and planning for future direction.

PARENT-SCHOOL COLLABORATION

We encourage all families to get involved with their student and their activities at Los Altos High School. We have numerous active parent groups that help to create an atmosphere of academic excellence as well as superior extra-curricular activities the students have come to expect. Active parent organizations include the following: Parent Teacher Student Association (PTSA), Parent Volunteers, District ELD Parent Support Group (DLAC), Visual and Performing Arts Boosters, Athletic Boosters, LUCHA, and the MVLA Foundation.

The district enjoys extraordinary support from the community in addition to a high level of involvement from parents. The commitment of hundreds of volunteers through numerous active parent groups and booster clubs and countless partnerships with business, industry and agencies provide monetary support, equipment donations, services-in-kind, participation in decision making and more.

The PTSA, Site Council and LUCHA all play a critical role in providing support and input to the improvement of programs and services. They review student performance data, surveys of students and parents and other forms of input.

Some of the many opportunities for parental and community include: volunteering in the Tutorial Center and the College Career Center, Mentor Tutor Connection Program, AVID Mentors, PTSA Parent Volunteers (work at the front office desk), Writers Week, Science and Technology (STEM) Speakers, History Week, Parent Evening Community Speakers, and Scholarship opportunities through local community clubs.

SCHOOL, DISTRICT AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

One of our biggest challenges stems from the fact that our 8th grade students come from two different elementary districts. The two Districts differ from each other to very significant degrees in terms of language diversity, ethnicity and SES. This difference creates challenges in terms of

alignment of student preparation, cultural barriers among groups of students and alignment of learning goals between the different academic departments. There are also significant differences between the Districts in terms of support services, and co-curricular and extra-curricular programs. The number of English Language Learners differs significantly as well. The impact of this is felt most notably in the areas of math and science.

A related area of concern is the placement of students in Special Education. Variation in these placement rates between the Districts in terms of gender and ethnicity, as well as language background, presents challenges for these students and our Special Education program when they enter high school.

LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDER-PERFORMING STUDENTS TO MEET STANDARDS

Based on the collection and review of student achievement data multiple times each year, we identify under-performing students and populations and provide additional academic support. We are focusing on how to best provide support for our Hispanic and Socio-Economically Disadvantaged (SED) students. We currently have several support options in place; however, they are competing for the same students and the same dollars. Our greatest challenge continues to be the performance of all students in math and science.

SINGLE PLAN GOALS

LAHS, as part of its WASC review, has set the following growth targets for the period from 2013 to 2018.

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.**

Growth Targets:

- A1. All departments will continue to work on vertically aligning curriculum, instruction, and assessment, on an ongoing basis. Departments will agree on the skills and concepts that students would be expected to master at each level of the curriculum.**
- B1. Each course team will develop a list of items on which they agree to align and a timetable for implementing that agreement. Alignment will focus on curriculum and assessment and will incorporate the best practices, determined through creative collaboration within the course team, in each area.**

- B2. Course teams continue to work on calibrating their assessments as part of the process toward alignment.
- C1. Efforts will be made to develop a shared definition of aligned curriculum, instruction and assessment (with a focus on assessment) will be developed with our partner middle schools and will then be used as an assessment tool to measure our progress in alignment with our partner schools.
- D1. Departments and course teams will align to Common Core Standards.
- E1. The Leadership Team will assess the degree of Administrative alignment and develop targets for administrative alignment.

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.**

Growth Targets:

- A1. There will be an ongoing growth, in the proportion of the class as a whole and for each sub-group in the class, which passes the CAHSEE when students first take it as sophomores, over the years 2013-2018.
- A2. There will be ongoing growth, in the proportion of the school as a whole and each sub-group, in the percentage of students who score Proficient or better on the subject CSTs, with demonstrable movement toward parity among the sub-groups.
- A3. School-wide average performance on subject CSTs, and each sub-group's performance on subject CSTs, will show ongoing growth, until CSTs are no longer used as a mandated assessment. When another statewide assessment is created, we will have the same goal for those assessments.
- A4. No entering students will be prevented from graduating based solely on their failure to pass the CAHSEE.
- A5. Average scores in subject CSTs/another state assessment for grade cohorts of students will show an ongoing pattern of growth for the graduating classes of 2013-2018.
- A6. Students will demonstrate proficiency in Common Core Assessments.
- B1. Increase the proportion of students in a graduating class that meets the UC/CSU entrance requirements from 69% to 80% by the spring of 2018.
- B2. Increase the proportion of each sub-group of students that meets the UC/CSU entrance requirements on an annual basis, with demonstrable movement toward parity among the sub-groups.
- B3. Decrease the proportion of students who earn grades of "D" or lower to 15% or less, with

demonstrable movement toward parity among the sub-groups.

- C1. Increase the number of students, as well as the proportion of each sub-group of students, successfully completing AP courses on an annual basis, with demonstrable movement toward parity among the sub-groups.
- D1. Explore alternative courses that help students meet graduation requirements and offer more career opportunities and preparation.
- D2. Increase the breadth of course offerings that meet a-g requirements.
- E1. Ensure ELL progress toward ELD and school-wide academic achievement goals.

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.**

Growth Targets:

- A1. Ongoing growth in the proportion of students and staff who report through survey data being satisfied or very satisfied with the climate of respect and professionalism they experience on campus.
- A2. Complete a critical evaluation of the time staff have for horizontal and vertical alignment, inter-departmental collaboration, professional development, and fun by Spring, 2013.
- A3. Provide training to staff for conducting effective meetings.
- A4. Provide better Staff Development opportunities for classified staff.
- B1. Provide safety training for staff including crisis management, drug awareness, CPR, CERT, First Aid.
- B2. Provide programs for staff and students to foster acceptance and address bullying, including emotional and cyber-bullying.
- B3. Provide programs and training on recognizing and reacting to student stress, anxiety, and depression.
- C1. Provide better information for parents and greater means for parental involvement in school decisions.
- D1. Continue to increase staff and students comfort in expressing opinions at the school-wide, department, and course team level.

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.**
- 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 is based on data gathered on site, such as homework completion/achievement, course-level assessments, departmental student surveys, etc.**

Growth Targets:

- A1. Provide annual re-education of staff on the decision-making process (Q1, Q2, Q3, and Q4) at LAHS.
- A2. Implement an assessment of the effectiveness of decision-making processes at LAHS
- A3. Increase the use of data in making decisions.
- B1. Align our Professional Development with the Action Plan.
- B2. Train new staff in school policies and prior Professional Development topics.
- C1. Create new methods for parents to provide feedback to staff members.
- D1. Develop agreements for collaborative work, decision-making and implementation of decisions at the course team level by 2014. This includes an agreed-upon accountability system.
- E1. Improve the mechanisms for holding students responsible for their behaviors.
- F1. Use data, especially common assessments at the course level, to improve instruction.

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.**

Growth Targets:

- A1. Align technology with Common Core Standards.
- A2. Improve the general use of technology in the classroom and administration.
- B1. Purchase new equipment and training per District guidelines and as budget permits.
- B2. Improve technical support as budget permits.
- C1. Increased training for staff, students, and parents in using SIS, Naviance, MVLA Website and Google Classroom
- C2. Incorporate Technology into Professional Development each year.

The above mentioned goals were taken directly from our previous WASC Action Plan. In conversations with students, staff, parents and our community, we have identified several topics that we will be looking to address in next year's Single Plan and also in our WASC Self-Study and Action Plan Documents. These areas include:

- Student success in math
 - 90% of all students graduating from LAHS will complete Algebra II with a C or better
- More inclusion in AP/H classes

- We have been involved in a 2-year AP Success program through Stanford. This process has helped us to define what we mean in terms of AP success. We are continuing to look at data and research to develop ideas that will change and bolster our school culture in order to promote a more diverse student population into AP classes at LAHS.
- We have been accepted in a pilot Pre-AP program for the 2018/19 school year. Our World Studies and Algebra I teachers will attend training for this program and will bring the curriculum back to LAHS as part of the pilot program.
- Creating the least restrictive learning environments for all students, specifically students enrolled in our Special Education Program
 - Working with general education and special education teachers we will develop co-taught classes to ensure access to specifically math, science and health curriculum
 - We will continue working with our partner districts to learn from their co-teaching practices and also look for ways to address the disproportionate placement of latino males in SpEd.
- Wellness services for students
 - 100% of all requests for student wellness services will be addressed in Tier I, II or III of our Wellness Plan.
- Facilities Master Plan and Bond Measure
 - We will work with the District and our community to pass a Bond Measure which will allow us to build facilities to meet our growing student population demand and the opportunities provided by 21st century learning tools and resources.
- Safety
 - Work with the City of Los Altos to upgrade crosswalk and LAHS entrance on Jardin and Casita to improve safety for pedestrians and bicyclists entering and exiting campus.

Form C: Programs Included in this Plan (2016-17)

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
<input type="checkbox"/>	California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students to succeed in school.	
<input type="checkbox"/>	Economic Impact Aid/State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/>	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	
<input type="checkbox"/>	High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/>	Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/>	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/>	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input type="checkbox"/>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	
<input type="checkbox"/>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/>	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/>	List and Describe Other State and Local funds (e.g., Gifted and Talented Education) GATE	
Total amount of state categorical funds allocated to this school		\$ 0

	Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused or neglected who have been placed in an institution	
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/>	Title II , Teacher Quality <u>Purpose:</u> Supports sustained and intensive high quality professional development to support student achievement	
<input checked="" type="checkbox"/>	Title II , Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$54,200*
<input type="checkbox"/>	Title II , Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input checked="" type="checkbox"/>	Title III , Part A: Language Instruction for Limited-English Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited English proficient (LEP) students attain English proficiency and meet academic performance standards	\$31,474*
<input type="checkbox"/>	Title IV , Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievements	
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/>	Other Federal Funds (list and describe) Carl Perkins Vocational Education	\$50,974*
	Total amount of federal categorical funds allocated to this school	\$136,974*
	Total amount of state and federal categorical funds allocated to this school	\$ 136,974*

*amount reflects District total allocation