



LOS ALTOS HIGH SCHOOL **SELF-STUDY REPORT**

201 Almond Ave
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Mountain View Los Altos Unified High School District

November 17-20, 2024

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**

TABLE OF CONTENTS

Introduction.....	3
Chapter 1: Progress Report.....	4
Chapter 2: School Profile and Supporting Data and Findings.....	9
Chapter 3: WASC Criteria and Indicators.....	15
Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources.....	16
Category B: Curriculum.....	24
Category C: Learning and Teaching.....	29
Category D: Assessment and Accountability.....	35
Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.....	41
Prioritized Areas of Growth Needs from Categories A through E.....	48
Chapter 4: Summary from Analysis of Identified Major Student Learner Needs.....	50
Chapter 5: Schoolwide Action Plan/LCAP/SPSA.....	53
Appendix.....	60

INTRODUCTION



INTRODUCTION

Los Altos High School (LAHS) is a comprehensive public high school with an enrollment of 2125 students. The demographics of our school reflect our community with the majority of students identifying as Asian, white, and Hispanic/Latinx. In October 2020, LAHS was identified as needing Comprehensive Coordinated Early Intervening Services (CCIES) due to its disproportionate number of Hispanic/Latinx students in Special Education. Our focus on Equity in the areas of Learning and Wellness is meant to address our CCIES status as well as achievement and inclusion gaps in our school as a whole.

Our curriculum includes complete course offerings at two levels: College Preparatory (CP) with parallel Advanced Placement and/or Honors levels for each, except for our 9th graders where there are only CP courses in English and Social Studies. LAHS offers a full AVID (Advancement Via Individual Determination) program, for grades 9-12. We also serve students in Special Education at the Mild/Moderate level. Most of the students in Special Education are enrolled in CP level or co-taught CP level courses. A portion of our students in Special Education are enrolled in at least one Specialized Academic Instruction (SAI) course with about a quarter of those enrolled in SAI courses for half or more of the school day. There are intervention/support courses offered for Algebra II, Algebra I, and 9th grade English. In the past two years, there has been a shift towards ensuring that almost all of our courses offered are A-G, with the ultimate goal being that all of our students graduate from Los Altos High School as 4-year college eligible.

In the past three years, our Athletics program has seen continuous growth in the [number of students participating](#) and our teams frequently achieve at the highest level, often qualifying for Central Coast Section (CCS) championship playoffs.

The outline of the entire self-study process was shared at two introductory staff meetings, where we modeled a data analysis process and shared the general scope of the self-study. The staff were dispersed as evenly as possible based on role and/or department on campus to have a variety of perspectives in each focus group. Students and parents were recruited to join via email to the entire community, with three parents joining the self-study from our School Site Council, and four parents from an outreach message via ParentSquare. Students were recruited from staff helping to identify a representative group of students to participate in the focus groups; four students joined each group. We administered our parent survey at both our English Learner Advisory Committee (ELAC) and LUCHA parent meetings, both of which include primarily Spanish speaking parents to gain a variety of perspectives from our stakeholders. We also administered a survey to staff and a third survey to students, which was also translated into Spanish, to get broader input from our stakeholders.

Staff were asked to participate as focus group leads and our WASC coordinator held training for the focus group facilitators and the staff to help to set agendas and guidelines for reviewing data and recording discussions for each focus and home group meetings. The principal and WASC coordinator met bi-weekly and then weekly to monitor progress toward completion of the report. Our leadership and coordinator teams reviewed the self-study chapters periodically to provide feedback to the focus groups and collaboratively create our schoolwide action plan.

CHAPTER 1

Progress Report



CHAPTER 1: Progress Report

Significant Changes and Developments

The most significant development since our last self-study is a change in our school leadership. In 2023-2024, we hired a new principal after our 22 year veteran principal and 12 year veteran assistant principal retired. We also hired from our staff a veteran teacher as our newest assistant principal.

Another significant change is a district initiative to have all teaching staff trained in EL Achieve's Constructing Meaning (CM). Several cohorts of teaching staff have already completed the training series, with the intention to have all staff go through the 5-day training along with follow up sessions. The district's intent with this comprehensive professional development program is to provide teachers strategies to support the language needs of all of our students, but with focus on our students with the greatest needs. For instance, CM strategies are being employed in 9th grade English classes with the strategies geared towards those students identified as needing Comprehensive Coordinated Early Intervening Services (CCEIS).

Finally, we continue to face changes brought about by construction additions and upgrades to our facilities. We opened a new Student Services building in fall 2023 that centralizes our front office, our counseling and mental health therapists, college and career center, and staff room. This new building also includes a very large Student Union which is open for all students and used for student-centered special events. These construction activities also allowed us the space to create a Wellness Center (Eagle Escape) and a new testing center with a dedicated staff person. A previous phase of construction added 22 classrooms, an auxiliary gym, a multi-purpose gym, and engineering labs. There are more student recreational facilities for students including cement ping pong tables, pickleball court, and outdoor basketball courts. Our campus currently has two more years of construction upgrades that will renovate our 400 and 500 buildings and add PE classroom space, an office for the Athletic Director, and an athletics storage building.

Progress on the Implementation of the Schoolwide Action Plan/SPSA

The Los Altos High School Action Plan has three primary goals related to Equity, Learning, and Wellness. Equity has been the lens through which our Learning and Wellness goals are determined.

Equity

- Staff has level-set the definition of Equity that aligns with the District-adopted definition (from the National Equity Project).
- Restorative Practices as our student behavior intervention model was adopted in 2023-2024.
- The instructional program and courses offered are being analyzed, using achievement/opportunity gap data by demographics to create a more inclusive program.
- Student fees have been removed from the educational program removing this barrier in access; additionally students who need support with access to health care can be connected to a social worker to get MediCal.
- Course teams have adopted instructional practices that support all students, such as slide decks as a visual support throughout each lesson, some type of warm-up/opener, exit tickets/checks for understanding, revision and retake policies for assessments.

Learning

- Achievement data by demographics has driven progress towards inclusion for all students, with a focus on Latinx and students who receive special education services (ex: IEP).
- A course audit of non-A-G classes initiated the movement to make more courses a-g eligible - such as our EL courses.
- In collaboration with our District's Career Technical Education (CTE) Program Specialist, we have

expanded our CTE pathways to now include: Product Innovation and Design (Design and Prototyping/Fabrication), Engineering Technology, Engineering Design (Robotics) , Software and Systems Development Robotics (Computer Science), Food Service and Hospitality (Culinary), Digital Communications (Journalism, Talon, Yearbook, New Media Lit).

- ELD classes are redesigned to include more English Learners in College Preparatory courses with their grade level peers.
- A new ELD curriculum is being adopted by our District.
- Most course teams are continually adjusting to align curriculum to support student success and aligning learning goals, focusing on equitable assessments with our [LAHS RECS](#) (21st-Century skills).
- Teachers in course teams create annual smaller goals for Learning with action steps to guide course team meetings.
- There has been a significant change in our tutorial center and the structure of it being student/peer led. This includes having student tutors pushed into classrooms.

Wellness

- We have created a full-time Wellness Center for students that is fully staffed.
- An additional, bilingual mental health therapist was hired to support our students.
- A new system and focus on student attendance and tardies that includes accountability steps and parent outreach and support by Special Education case managers, counselors, and administrators.

Courses added as of Spring 2023

Modifications:

- Agroecology (from “G” to “D”)
- Forensic Science (from “G” to “D”)
- Engineering Technology I & II (from “G” to “D”)
- Biotechnology (from “G” to “D”)
- Jazz Dance to Dance I (more inclusive curriculum)
- Adv Jazz Dance to Dance II (more inclusive curriculum)

Additions:

- Ethnic Studies - G Elective
- Advanced Statistics and Data Science (“C”)
- Digital Communications I - Journalism I - CTE Pathway & G Elective
- Digital Communications II (Yearbook/Talon)- CTE Pathway & G Elective

The LAHS 2022-2023 SPSA included these three **Equity goals**, based on the last WASC Self-Study:

- 1) **“Continue to expand and improve the resources provided to address the achievement gap, such as co-teaching, peer tutors, AVID, the Academy, Skills courses, English Learner support and Special Education offerings.”**

To meet this goal:

- We have expanded co-teaching courses in Social Studies to support Special Education students included in the grade-level courses (mainstreaming) (2024-2025).
- AVID 9 has expanded to three classes where before it was limited to two, in order to grow this program of support for students (2024-2025).
- The Academy Skills course was eliminated in order to provide more inclusion of our

- Hispanic/Latinx students and allow students access to A-G elective courses (2024-2025).
- The English Learner Support model has been updated to be more inclusive, allowing students who are English Learners, particularly those placed in ELD levels 3 and 4, to take more electives and access the core curriculum with their peers (2024-2025).
- Peer tutors and the tutorial center continue to be an additional support for students who choose to access the service and teachers can request and schedule to have peer tutors in their classes to help students who may need it..

2) “Course teams make more intentional decisions about their assessment and grading policies, especially those that may disproportionately and negatively impact underrepresented students. This includes our understanding of gradebook math like the use of a zero score and weighted categories, and the effects of retake policies.”

To meet this goal:

Teachers follow Board Regulation 5121 in collaboration with their course teams, reviewed and revised at the beginning of each school year:

- Course teams have aligned their grading practices, following the grading scale where Fs are no lower than 50.
- Teachers allow make-up work.
- Teachers allow for test corrections or retakes of assessments.
- Teachers are asked to compare students to learning standards, not their peers.

3) “Develop mentoring and other support systems for English Learner students, especially new Level 1 and Level 2 students, that support their sense of engagement, connection and support in the school's academic and social community.”

To meet this goal:

- We have a full-time, bilingual tutoring center coordinator.
- Our full-time, Community Liaison works with our ELD students and parents as part of an intake protocol.
- We have a full-time, Bilingual Secretary who works with our ELD teachers, Community Liaison, and ELD students to identify areas of need, support, and excellence for our English Learners.
- We have peer mentors who volunteer to work with ELD students. They are matched by common language fluency.

The LAHS 2022-2023 SPSA included this **Wellness goal**, based on the last WASC Self-Study:

1. “Ensure that financial and similar resource challenges do not create barriers to successful participation in core school activities, such as advanced academic opportunities, performing arts, athletics, and ASB or club activities.”

To meet this goal:

- Student fees that were in place for class field trips, class supplies, parking permits, locks for lockers, PE Uniforms, and Athletics have all been eliminated for all students (2024-2025).
- Costs of events such as school dances have been highly reduced.
- Fee waivers for optional events are in place with students actively identified in advance who may want or need financial aid.

Learning Goals will be added to the 2023-2024 SPSA that will reflect our Equity goals. The focus will be on professional development for teachers for differentiation and English Learner support so they may address the needs of their students. We plan to build in common preparation periods for teachers to provide time for professional learning and the sharing of best practices in course teams that help students

access the content and English Language Development standards.

We have made concerted efforts to promote diversity, equity, and inclusion in the last few years:

- Defined the principles of educational equity we are committed to based on the National Equity project definition as “each child receiving what they need to develop to their full academic and social potential”.
- Discussed the meaning, impact, and influence of educational equity principles on the school culture and student inclusion in all areas of our school.
- Eliminated student fees to provide access to curricular, co-curricular, and extracurricular programs.
- The administrative team and many staff have read Equity-Centered Trauma-Informed Education, by Alex Shevrin Venet.
- Shifted the intervention model from student enrollment in non-A-G support classes to inclusion in the mainstream with an intervention counselor identifying students who need support and customizing those interventions.
- Added individual counselor meetings for each student as part of the course enrollment process.
- Worked with our student leadership (ASB) to ensure that dress-up theme days and student events are inclusive of all students.
- Examined gap performance data for our students based on demographics to decide on courses offered, including interventions for students with need for additional support.
- Shifted our English Language Development (ELD) classes to the state model of inclusion in grade-level English classes for students enrolled in ELD 3 and higher.
- Eliminated the non-A-G English Language Learner (ELL) courses in Social Studies.

CHAPTER 2

School Profile and Supporting Data with Findings



CHAPTER 2: School Profile and Supporting Data with Findings

Student/Community Profile Data

Los Altos High School (LAHS) is a Basic Aid funded public high school located in Silicon Valley, serving an ethnically diverse student population in a community with high socioeconomic status and high parent education levels. The school reports a low percentage of students qualifying for Free or Reduced Lunch (FRL), with only 15.4% compared to 34.1% in the county and 59.9% statewide. However, due to universal free lunch post-pandemic, this figure may not accurately reflect the actual number of qualifying students. LAHS is one of two comprehensive high schools in the Mountain View-Los Altos Union High School District and maintains stable enrollment at 2171 students (Oct. 24) compared to 2113 students (Oct. 23) and 2141 students (Oct. 22), which is in contrast to declining enrollment in neighboring districts. The student body is ethnically diverse, comprising 31.7% White, 31.2% Asian/Pacific Islander, 27.4% Hispanic/Latinx, 8.7% Two or More Races, 0.85% African American, and 0.2% American Indian.

In comparing our [school profile from 2021](#) to our latest [school profile in 2024](#), reflects demographic shifts to this current school year 2023. We have experienced a decrease in white students while the percentage of Asian and Hispanic/Latino students has remained relatively steady. The biggest change has been in the number of students reporting as 2 or more races (4% other in 2021 vs 8.7% two or more races in 2024). Changes are also observed in our special populations, most noticeably with a doubling of English Learners (EL) from 61 to 121 students. This occurred because our school reintroduced our EL program which had been operating within our district at our partner high school, Mountain View. Because of this reestablishment of the ELD program, we have seen increases in Socioeconomically Disadvantaged (SED) populations from 227 to 314 students, and increases in students receiving Special Education services (Therapeutic, Resource, and Special Day Class) from 168 to 189. Students with 504 plans increased from 168 in 2021 to 222 in 2023.

LAHS annually reviews several district indicators such as Algebra II completion, A-G completion, AP class enrollment, GPA levels, and college acceptances. The WASC self-study review specifically emphasizes Comprehensive Coordinated Early Intervening Services (CCEIS), Algebra II and A-G completion rates, 9th-grade GPA of 2.0 or higher, 9th-grade failures, GPA of 3.0 or greater, mental health referrals, and college/career readiness. Addressing the identification as a CCEIS school, LAHS has developed a Special Education Plan (SEP) to mitigate over-enrollment of Latinx males in Special Education. Alongside these efforts, LAHS adapts to challenges, aims to improve student outcomes, and focuses on reducing disparities among different student groups, particularly Hispanic/Latinx students.

Among the graduating class of students the graduating rates increased from 96% (SY 2019) to 98% (SY 2022) but had a decrease to 95.7% (SY 2023), part of this may be due to the AB 104 COVID-related programs to graduate students with reduced credits requirements. Overall, the A-G completion increased from 78.5% (SY 2021) to 80.4% (SY 2022), however when we look at the disaggregated data of our student population of A-G completion we see some disparities with some sub-populations increasing while others decrease:

- Asian - an increase from 94.9% to 97.2%, up from our trend for this group at 89% (SY 2018).
- White - an increase in the same school years from 82.9% to 87.9%, which is up from the 80.1% (SY 2018) for this group.
- Students with Disabilities (SpED) - an increase 17.5% (SY2021) to 21.7% (SY 2022) though not aligned with the overall percentages, this is a promising trend. This suggests this group is a major learner group for our school to focus on.
- Hispanic/Latinx - the greatest decrease is seen among this subgroup of our student population - 55.4% (SY 2021) to 53.2% (SY 2022), which is similar to the percentage this group had of 53%

(SY 2018), which suggests this group is a major learner group for our school to focus.

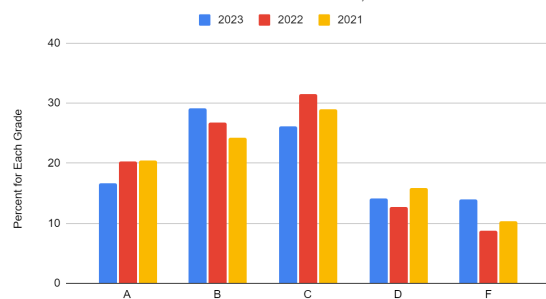
- English Learners - the next greatest decrease is seen among students who are English Learners - 10% (SY 2021) to 6.3% (SY 2022), which suggests this group is a major learner group for our school to focus on.
- Socioeconomically Disadvantaged (SED) from 57.3% (SY 2019) to 46.4% (SY 2021) to 49.4% (SY 2022).

When we look at our graduates who have completed Algebra II, we are making progress in helping most students complete Algebra II. However, there is still room for improvement, especially for certain subgroups of students. The Algebra II completion rate overall increased from 89.7% (SY2021) to 91.3% (SY 2022), and subgroups of students in each group showed an increase in completion from SY 2021 to SY 2022.

- White & Asian - highest percentage of graduates completing Algebra II with a C or better 100.0% (SY 2022).
- English Learners - an increase from 20.0% (SY 2021) to 43.8% (SY 2022), up from the pre-pandemic 15.4% (SY 2018).
- Hispanic/Latinx - slight increase from 74.5% (SY 2021) to 78.8% (SY 2022), up from the pre-pandemic 72.0% (SY 2018)
- Students with Disabilities - an increase from 32.5% (SY 2021) to 52.2% (SY 2022), up from the pre-pandemic 35.4% (SY 2018).

This data chart shows that while in the fall of 2023 there were more B's earned by students identified as needing CCEIS services (*Comprehensive Coordinated Early Intervening Services*), there were also more Fs received. The combined percent of A's and B's were relatively flat over the three years as well as the combined percent of C's and D's. In the three years that we ran a separate CCEIS class (*Rising Eagles - intervention course SY 2021 to SY 2023*), we didn't really see any significant grade improvement as the program progressed. However, a number of CCEIS students who showed grade improvement were accepted into our AVID program (SY24).

CCEIS Grade Data: Fall Semesters 2021, 2022 and 2023



LAHS has monitored AP course enrollment to assess changes in its course selection process. Overall, there has been a slight increase in students enrolled in at least one AP course, rising from 54.8% in school year (SY) 2021 to 57.9% in SY 2022, and up from 51.2% in SY 2018. However, disparities persist among student subgroups: white and Asian students maintain higher enrollment rates compared to Hispanic/Latinx students, whose enrollment saw a marginal increase from 35.4% in SY 2021 to 36% in SY 2022. There is a notable upward trend among English Learners, increasing from 8.9% to 14%, and students with disabilities, which doubled from 10.6% to 22.3%. The percentage of students identified as CCEIS also notably rose from 2% in SY 2021 to 16% in SY 2022 and remained stable at 16% in SY 2023.

In our analysis of 9th-grade transition to high school, there hasn't been a discernible trend in the percentage of 9th graders earning a GPA of 2.0 or higher. However, examining data from SY 2021 to SY 2022, following the pandemic-affected school year, reveals specific changes among subgroups. White 9th graders saw a slight increase from 99.5% to 99.6%, Hispanic/Latinx 9th graders showed a notable rise from 70.2% to 79.0%, Asian 9th graders experienced a slight decrease from 99.5% to 98.7%, and English Learner 9th graders increased from 72.2% to 75.8%. Disaggregated data underscores persistent disparities, notably highlighting a significant achievement gap for Hispanic and African American students

compared to their White and Asian peers:

- Hispanic/Latinx - increase but are still behind other subgroups at 84.6% in SY 2022
- Asian - small decrease, but still maintain a very high percentage achieving a 2.0 GPA or higher at 99.5% in SY 2022
- White - small decrease, but still maintain a very high percentage achieving a 2.0 GPA or higher at 97.9% in SY 2022
- English Learners - demonstrated progress, but still faces challenges in achieving a 2.0 or higher GPA at 75.8% in SY 2022
- CCEIS - Student average GPA remains fairly consistent with fall 2022 grades having the highest average GPA: 2.28 in fall 2021; 2.81 in fall 2022; 2.20 in fall 2023
- There is a slight increase in the number of students who completed the year with a total unweighted GPA of 3.0 or higher from 76.7% to 77.2% since our mid-cycle review. Additionally, the disaggregated data reveals that disparities persist among the subgroups, particularly a significant achievement gap for Hispanic/Latinx and African American students compared to white and Asian peers:
- Hispanic/Latinx - remained relatively the same 47.7% in SY 2021 to 47.9% in SY 2022, this is also an increase from SY 2018 at 39% who earned a 3.0 or higher
- Asian - slight increase from 93.1% in SY 2021 to 94% in SY 2022
- White - slight increase from 84% in SY 2021 to 85.3% in SY 2022
- English Learners - a significant increase from 26.6% in SY 2021 to 39.7% in SY 2022, this is also an increase from SY 2018 at 14.3% who earned a 3.0 or higher

According to our California Dashboard indicator of College/Career Readiness, we see that 72.2% of 2023 graduates were prepared for college careers, which is very high overall, while 11.6% were approaching preparedness, and 16.3% not prepared. However, similar to other indicators disaggregated data reveals disparities persist among student subgroups:

- Hispanic/Latinx - CA dashboard level of medium at 44% in SY 2023
- Asian - CA dashboard level of very high at 92.2% in SY 2023
- White - CA dashboard level of very high at 81.3% in SY 2023
- English Learners - CA dashboard level of very low at 9.3% in SY 2023
- Students with disabilities - CA dashboard level of low at 21.6% in SY 2023
- Socioeconomically disadvantaged - CA dashboard level of medium at 41.3% in SY 2023

English Learner (EL) progress results from 2022 to 2023. Overall, 35.9% of the 78 EL students made progress in their English language proficiency. The largest percentage of students (41%) maintained lower ELPI levels. This suggests that a significant number of students need additional support to progress in their English language proficiency. It is also important to note, the ELD program was re-established in SY 2022 after the district decision to have an EL program at both comprehensive sites. When looking at the disaggregated data of the EL student progress, we see the following:

- Progressed at least one English Learner Progress Indicator (ELPI) level: 37% of students
- Maintained ELPI level 4: 22.2% of students
- Maintained lower ELPI levels (1, 2L, 2H, 3L, 3H): 41% of students
- Decreased at least one ELPI level: 1.9% of students
- No data: 18.9% of students (These students either did not take the ELPAC in 2022 or were new to the school district in 2023)

LAHS has also monitored the number of Mental Health Referrals over the past three years and have seen an increase from 292 (fall 2021) to 351 (fall 2022) to 415 (fall 2023). We increased staffing of Mental Health therapists, including one who is bilingual (English/Spanish) and are able to accommodate the referrals. We see the increase as a positive indicator for our services and are grateful for our district's support for the increase in our mental health staff. LAHS also has a full time staff member in our school-based Wellness Center (the Eagle Escape).

Our suspension and behavior data has improved over the past three years, but in particular this fall, 2023. The suspension rate in SY 2021 was 1.6% (31 students); SY 2022 was 2.6% (46 students) and in fall 2023 0.02% (4 students). This data from the CA Dashboard shows evidence of this trend, but indicates increases in suspension and behavior data among Hispanic/Latinx and EL students for SY 2022. We anticipate this trend to reverse for SY 2023.

- Hispanic/Latinx - Increase from 3.4% in SY 2021 to 5.4% in SY 2022
- Asian - Decrease from 0.7% in SY 2021 to 0.5% in SY 2022
- White - Decrease from 1.2% in SY 2021 to 1.0% in SY 2022
- English Learners - Increase from 4.4% in SY 2021 to 13.4% in SY 2022

The data from our Aeries system on non-suspendable offenses for student behavior also indicate a sharp downward trend where in SY 2021 there were 286 events; SY 2022 there were 222 events; and in fall 2023 there have been 76 events.

In conclusion, this data suggests several trends and patterns at LAHS:

- **Achievement Gaps:** Significant achievement gaps exist between Hispanic/Latinx and African American students compared to White and Asian students. This is evident in A-G completion rates, GPA, and College/Career Readiness metrics.
- **Improvement for some subgroups:** While achievement gaps persist, positive trends are seen in subgroups like English Learners (EL) with increased A-G completion rates, GPA, and participation in AP courses. Students with Disabilities (SpED) also show improvement in Alg. II completion rates.
- **Mental Health Referrals:** Mental health referrals have increased significantly over the past three years, possibly indicating a greater willingness to seek help and/or increased student needs.
- **Suspension Rates:** Suspension rates have decreased overall, with a significant drop in Fall 2023. However, disaggregated data shows an increase in suspension rates for Hispanic/Latinx and EL students.

This data also suggests our major learner needs are:

- Targeted support for Hispanic/Latinx students to address achievement gaps in core subject areas and college/career readiness metrics.
- Continued support for English Learners, while progress is evident, a significant number of EL students need additional support to improve their English language proficiency.
- The rise in mental health referrals suggests a growing need to explore and expand multiple tiers of support for students and address potential contributing factors that are in the schools control.

The focus groups will be engaging in self reflection about our school, programs, and resources and services offered to help us address:

- What are the biggest academic challenges students in our identified groups, Hispanic/Latinx, EL, and students with disabilities, face? What kind of support is provided, how effective, and what kind of support would be most helpful to improve the outcomes for these groups?
- How effective are the current program models to support students learning, specifically English

Learners, Hispanic/Latinx, and students with disabilities?

- How can we expand mental health services at LAHS to provide better support for students in need?
- What strategies can be implemented to create a more positive and supportive school environment for student well-being?

CHAPTER 3

WASC Criteria And Indicators



CHAPTER 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Findings	Evidence
<p>A1: Vision and Purpose</p> <p>Los Altos High School has clearly articulated Vision and Schoolwide Learner Goals as well as a new District Graduate profile that provide a clear framework for our mission and student development. Staff feel the Schoolwide Vision and RECS are highly relevant as they were developed out of a collaborative and iterative process with all stakeholders during our last WASC cycle. The school vision and RECs as well as the District Graduate Profile are visible not just on the website, but also in student-designed posters in all classrooms and learning spaces on campus.</p> <p>LAHS also demonstrates proactive engagement with various stakeholders, utilizing platforms like Eagle Community News, Parent Square, LUCHA (United Latinos Walking Forward), and the Family Partnership Council to regularly communicate and reach all community groups. This engagement provides multiple channels for communication and involvement, fostering a sense of community for both parents and students. The District also publishes a monthly magazine updating families on District wide news, successes, and initiatives. We also have a District Community Outreach Coordinator who facilitates new and evolving ways for our District and Sites to connect with students and their families.</p> <p>Parent Square is now being actively used as a way to communicate with families about District, Site, and classroom activities. Teachers, coaches, and staff can send messages both to individual families, as well as groups using this technology. Parent Square also has an automatic translating function which helps to facilitate communication with our non-English speaking families.</p> <p>The collaborative nature of our course and department teams allows for teachers to work together towards common goals and schoolwide missions. The use of practices, such as slide decks, shared digital curriculum folders, and assessments, means that at the course level, we can work together to put into action our curriculum, Site and District goals.</p> <p>While the school has successfully articulated schoolwide learner goals and the Graduate Profile, we see a need to better align and focus the goals at the Site and District level to ensure that these elements work cohesively. All of the goals we have are valuable, but in order to be more effective, it would be helpful to narrow down the different District and Site goals so there are fewer objectives we are trying to reach and to have more overlap between the Site and District goals. As we develop our next</p>	<p>MVLA Graduate Profile and Process</p> <p>LAHS Vision and Learning Recs</p> <p>MVLA District Goals</p> <p>Eagle Community News Family Partnership Council</p> <p>MVLA Connect</p> <p>LCAP Goals</p>

Action Plan, this is something to keep in mind so that course teams and departments, as well as the Leadership Team can be more laser focused on which goals are our priorities.

There also appears to be a need for more communication between District and Site staff around the development of our larger goals. For example, while the Graduate Profile was developed with many voices, communication with staff about the development of the profile was not as strong as it could have been.

A2: Governance

The [Governing Board](#) of Mountain View Los Altos Union High School District has clear documentation of its [mission](#), [policies](#), and [calendar](#) available online. They hold regular bi-monthly [board meetings](#) and post recordings online. The District is experiencing a change in leadership this year, with our new Superintendent, Mr. Eric Volta, incoming for the 2024-2025 school year, who replaced the retiring Dr. Nellie Meyer, who led the district for the past five years.

Several new positions have been added in recent years at the District level, including a [CTE Coordinator](#), a [Wellness Coordinator](#), and a [Community Outreach Specialist](#). These new positions have been created so that the District and Sites have more targeted resources to support our WASC/District goals around supporting Career Pathways/21st Century Skills, improved family engagement for all student populations, and student and staff Wellness.

There has also been increased funding for these priorities through the hiring of staff, FTE allocation, and the opening of the Wellness Center on campus.

The District also communicates with families about current events and policies through the monthly [Superintendent's newsletter](#), ParentSquare notifications, and the [Superintendent's Student Advisory Council](#)

While the District resources and documents are available to stakeholders, we feel as though the communication between the Governing Board and our Site could be improved. For example, it is unclear to us how the Governing Board expectations around academic integrity, school attendance, and student behavior influence decision-making at our site about those areas. District goals around A-G completion and graduation rates would also benefit from greater clarification to Los Altos staff.

One other area for growth is in the participation of all parent populations in giving feedback to the District and Sites; particularly notable was the Parent Healthy Kids Survey from 2023-24 and our WASC Parent Survey which had less than 10% of the parent population responding to both surveys. Greater feedback would allow us to better assess how well the parent communities feel about District policies and agendas.

[MVLA School Board Mission](#)
[MVLA School Board Policies](#)
[MVLA School Board Calendar](#)
[MVLA School Board meetings, minutes and recordings.](#)

[District Wellness Resources](#)

[CTE Coordinator](#)

[Community Outreach Coordinator](#)

[MVLA District Newsletters](#)

[Superintendent's Student Advisory Council](#)

Healthy Kids Survey STAFF RESULTS
[\(abridged\) - Folder | Oct 2023 Results](#)
(pg 42-43, pg 35-37, pg 45-57)

Healthy Kids Survey PARENT RESULTS
[\(abridged\) - Folder | Oct 2023 Results](#)

With the move towards the District priorities of greater integration of Special Education and ELL students into the general education classrooms, the staff voiced a desire for more training to make these programmatic changes successful. The focus on Constructing Meaning as a District staff-wide training to help support this work is a helpful start, but teachers would like to make sure that those participating in the co-taught model are also adequately trained and supported in this work. In addition, a new ELD TOSA position has been created and filled for the 2024 - 2025 school year.

A repeated theme throughout our findings is that Los Altos High School has high-quality staff on site that help to facilitate collaboration and accountability between District and Site staff, teachers, families, and students. In particular, improvements to Parent-Student-Teacher conferences have been a benefit to teachers, allowing them to connect with families and support achievement and well-being. In addition, Los Altos High School has a strong history of gathering and utilizing data to drive decision making from site-wide to the classroom. As seen from our Student, Staff, and Parent Surveys as well as the Healthy Kids Surveys, we have strong engagement with the community. The leadership structures at our Site utilize this data when making decisions, and this filters down from leadership to departments and course teams in order to influence each individual classroom and student.

However, the staff is concerned about a trend away from this history. We feel as though the District and Site leadership could provide more clear data to justify changes being made at the Site, as there is a lack of clarity about why these changes are being made. There has also been little to no clarity on how we will be using data to judge the efficacy of these programmatic changes in meeting our Site or District goals.

A3: Leadership for Learning

One of Los Altos High School's greatest strengths is the quality of its staff. With our past Action Plan focus on the horizontal and vertical alignment of curriculum and assessment at both the course and department levels, teachers have built strong collegial relationships as they work together to improve the skills and success of all students at the school. We have used student achievement data to work towards greater success for all students, and leveraged the alignment process as a key vehicle for aligning best practices in our classrooms. The school Leadership Team continues to use the WASC Action Plan and highlighted areas of growth from our student achievement data to decide on areas of focus for meeting agendas, [department areas of focus](#), and decision making.

It was exciting to see that the [staff survey](#) results overwhelmingly demonstrated that staff feel positive about the level of collaboration and professional collegiality that happens at the course team and department level. Over three quarters of staff felt their course team collaborated effectively to align and improve curriculum and assessments, and that their course team was respectful of different professional points of view (with only 3% disagreeing for both questions). Staff also overwhelmingly felt their colleagues effectively and respectfully communicated with them. It is clear that teachers feel they

[Department Areas of Focus 23-24](#)

[Staff Survey](#)

[Staff Survey comments \(pg. 11-12\)](#)

have highly functional working relationships within their departments which has had positive impacts on the continuous improvement of our student performance.

Staff have also historically valued the Leadership Team as an effective structure for collaborative decision making at our school. The makeup of the team (a combination of department coordinators, elected Certificated and Classified staff, and administrators with an elected staff co-chair) has provided a bi-monthly forum for staff input into decision making at our Site as well as a continued focus on our WASC Action Plan goals. In both our Focus group meetings and staff survey, staff mentioned the opportunity to bring up important timely issues to the Leadership Team, for example through the [“Hot Topics”](#) survey, as a helpful way of getting timely problem solving for current issues that have arisen. We have also added to the end of our Leadership and Coordinators team meetings the opportunity for staff to have an open floor discussion to address concerns or questions.

During this past school year, we have been in a period of significant transition in Site leadership with our Principal of twenty years and one of our longest serving Assistant Principals retiring. As with any new administration, there has been a period of adjustment as staff and admin build new working relationships together. But this year’s changes have led to significant shifts in how much staff feel involved in the decision making on campus and respected by administration from our previous [WASC staff survey from 2021](#) (98%) to this year (60%). In our [most recent survey](#) from January, the majority of staff do not feel they understand how decisions are made on our Site, and two-thirds responded that they do not know how to contribute or give feedback on school decisions. Only a quarter of staff feel Site leadership is working effectively with all stakeholders to make decisions.

The [student survey results](#) also indicate room for growth in communicating with them about changes in policies at the school. The word “communication” was raised over 330 times in student comments on the survey. Only 45% of students knew how or where to share feedback with the school about issues that were important to them. We were also disappointed that such a small percentage of parents responded to the parent feedback survey.

Moving forward, there is a need to improve communication channels with both staff and students, especially around decision making. Staff would like to see the administration better utilize the Leadership Team as a truly collaborative decision making body. When decisions are being made, staff would like to see the process slowed down to give more time to work out the details and collaborate with more stakeholders through department meetings, Leadership Team discussions, and to give increased opportunities for parents and students to have more of a voice in the process. While the new bell schedule has made meeting time much shorter, staff would still like to be more involved in helping to problem solve the changes being made on Site.

We also need to continue to work on involving students more in our communication.

[LT Meeting Agenda](#)
[LT Meeting Notes](#)

[Staff Survey](#)

[2024 Student Survey](#)
[Data p. 34](#)

When admin leverages existing communication channels such as the school newspaper, website, and daily announcement emails, this helps students to feel a greater sense of understanding about policy decisions. But the students would like even more opportunities to have a voice in policy changes. The suggestion was made to try different ways to get student feedback rather than relying on ASB, SCL, and Talon. The new Principal's Advisory Council has expanded student input. There could be more intentional outreach to other student populations such as AVID, and ELD, etc.

At the District level, the [LCAP](#) is a strong document that reflects many of the priorities needed based on our current student data. It is also accessible to staff and community through the website. Many of the District initiatives align clearly with these goals and are present in the use of time and funds at each Site. The [SPSA](#) is also clear, is made in conjunction with the Site Council, and reflects the data on student strengths and areas for growth. While the District goals are made with a group of different stakeholders, more work is needed communicating regularly with staff about those decisions so the processes are more transparent for staff and other stakeholders.

A4: Qualified Staff and Professional Development

Our District has a strong IST team that supports all teachers, but particularly our new teachers well, during the BTSA process. New teachers felt the BTSA/Induction process was clear and they had ample access to IST staff to help them grow and succeed at LAHS.

IST Tech training during the After-school Paid Professional Learning Series (APPLS) initiatives have been well received. The focus of APPLS training has focused on various aspects of equity within the classroom and Trauma-Informed Practices. We also have on-site tech support by Joe Johnson in open office hours multiple times a week.

Staff also feel like our Curriculum Institute has been an enormous help in supporting positive initiatives, furthermore many Ethnic Studies teachers mentioned the PD support they received to develop this new class and curriculum. There has also been release time for courses in the English Department to have department and team retreats with the ELD department to prepare for a greater number of ELL and co-taught classes next year.

Counselors also mentioned that the new Districtwide PD plan has worked well to develop counseling-specific Professional Development opportunities that better meet the needs of their staff.

Staff also appreciate the 2B process for evaluations that is available to tenured staff. The ability to self-select areas of focus and work on projects that genuinely improve our teaching is a major strength of our evaluation process. The District will be piloting new 2B options next year as well, which will increase the scope and flexibility of the process for teachers.

[MVLA District Goals](#)

[District LCAP Info](#)

[LAHS SPSA](#)

[SPSA\(pdf pg 3-4\)
IST Support](#)

[Evaluation Process](#)

[New Teacher
feedback- Focus
Group A Notes](#)

District [LCAP](#):
Professional Learning
successes/ growth areas
(pdf pg 7-9), Goal 4 (pdf
pg 53-61), allocations for
PL (starts pdf pg 56)

[English Retreat 01.24
agenda](#)

[Survey Course Team
Retreat 03.24](#)

[Counselor feedback-
Focus Group A Notes](#)

[2024 STAFF SURVEY
DATA \(see pg. 6-7\)](#)

[2024 STAFF SURVEY
COMMENTS \(pg. 2-3\)](#)

The main area for growth in our Professional Development is the need for better communication between the District and Site needs. At times there is a gap that exists between the LCAP goals and Site needs. Our suggestion is to develop a 5-year Professional Development plan that is made collaboratively with the District and Site stakeholders. Staff would prefer to cover fewer PD topics, but to do them more deeply.

A significant area of focus for Professional Development has been the decision at the District level to train the entire staff in Constructing Meaning practices. There have already been five cohorts of staff who have gone through the training, with additional groups continuing this year. While this training has much value, it takes five full days per staff member. It would be good to ensure that upcoming Site Professional Development time integrates effectively with this District-wide focus. There also needs to be more feedback mechanisms to assess the relevance and effectiveness of PD experiences, especially for Classified staff so we can best adapt our use of time to meet current student needs.

With the upcoming changes in inclusion practices and the greater number of co-taught courses, we would like more training about co-teaching and planning time to be offered to teachers in advance of teaching the courses.

Another area for growth is in our training of Classified and Instructional Assistants. Currently, these staff are integrated into our larger staff Professional Development meetings. But there is a need for more specialized training that meets their needs as well as long-term subs. For example, IAs and long-term subs would like a more developed onboarding training that includes PD on the tech platforms (Google suite, Canvas, etc.) they will be using while supporting their students. Classified staff would like training in areas such as technology, crisis intervention, emergency management, etc. Our recommendation is to create a Classified Staff PD committee that works with both District and Site leaders to develop a multi-year plan for their Professional Development work.

A5: Resources

The MVLA District is fortunate to be a well funded District, which means that LAHS enjoys strong financial support, both from District and external resources such as the [MVLA Foundation](#) and [PTSA](#) that benefit students and staff. The competitive salaries means that LAHS can attract and retain high quality teachers who remain committed to the school, many for their entire career in education. There is the utmost confidence amongst staff that they have, and will continue to have the resources sufficient for their teaching needs.

There are also clear and transparent District and school procedures in place to develop the annual budget and conduct audits. The new CTE monies available to our District are being used to support exciting developments in areas that potentially reach all areas of our student population. There is a clear process for using course teams and department coordinators in assessing possible curriculum and [textbook adoption](#)

[2024 Budget Update](#)

[MVLA Foundation](#)

[LAHS PTSA](#)

[LCAP Budget Report](#)

[Textbook adoption committees](#)

[District policy for adopting books](#)

materials.

We also have a very well-maintained campus, with exceptional resources such as many new teaching spaces, a new Student Services Building, the College Career Center and Wellness Center, all of which create a positive work environment and make staff and students feel supported in their learning. According to the staff and student surveys, over 90% of staff and students feel they have the technological and textbook resources, and classroom environment sufficient for their instructional and learning needs. The staff also appreciates the strong custodial support, and the opportunity to provide feedback through regular custodial feedback surveys.

Both staff and students also feel the technology infrastructure at LAHS is a strength. Students and staff have access to reliable wifi, laptops and [Ed Tech resources](#). The new [Incident IQ resource](#) is a highlight, making it much easier for staff to report tech or support needs with the IT and Facilities teams. The addition of two tech support days a week, with Joe Johnson, the District Technology Trainer, on campus to support both staff and students with their questions has been an enormous help.

While we are fortunate to have many [tech resources](#), one area for growth is making it easier for staff and students to access those resources. Students and [staff sometimes struggle](#) to find online resources due to a lack of a central, searchable location or better designed website index. Very recently, our administration created two index pages, one for students, and one for staff, that serve as a one-stop shop for useful school links. This is just one example of how we are responding to help staff and students learn about available resources and provide easier access to these resources. In addition, a new Week of Welcome (WOW!) program was implemented, which provides every student with a standardized welcome to all digital and physical assets on our campus. No matter your grade level, you are getting a tailored week of activities and lessons to help acclimate you to how our school runs. We consider this activity to constitute an MTSS-1 support system. As we finish up the start of the school year, we spent time in our first Coordinator's Meeting to debrief on WOW Week, and are starting the process of discussing the changes needed to make the program even better next year.

We also want to use the strength of our funding to support teachers and students with the new programmatic changes related to Special Ed inclusion, CCEIS, and ELL students. Staff will continue to need more Professional Development around best practices, as well as support from IA's and co-teaching resources in order to better serve more heterogeneous classroom populations.

[Staff Survey results](#)
(see pgs. 20-23)

[Student Survey results](#)
(see pgs. 24-27)

[Custodial Clean-up schedule](#)

[Help Desk](#)

[District Edtech plan/resources | request for EdTech](#)

[Staff Survey Comments](#)
(pg. 16 - 17)

[LAHS Student Links](#)

[LAHS Staff Links](#)

[Week of Welcome \(WOW\) schedule with links](#)

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

We have a committed, engaged, collaborative and professional staff who enjoy working with each other. The collaboration present in course teams and departments is a key part of our school success and has been working well in improving student performance and experience.

We are a well funded and resourced Site and the resources (both District and external sources like PTSA) are overall used well towards specific programs that directly benefit staff & students (through well maintained facilities, well chosen support from PTSA, Teacher Grants to enhance learning etc.)

The District's Curriculum Institute funding is an area of strength and is used effectively to support teacher learning and improvement of our overall program.

Areas of Growth

There is a desire for a more collaborative decision making process with better communication between stakeholder groups. Staff (and students) want to be included more in the decision making process (both at the Site and District level) as they have the perspective and experience that can help inform decisions and lead to greater progress. And they want those decisions to be based on more clearly defined data.

Professional Development plans need to be developed more collaboratively between the District and Site priorities, and with more teacher/staff input. We need to develop more long term (multi-year) collaborative plans for PD for certificated staff where both District and Site goals work in tandem. There also needs to be more focus on providing effective and relevant PD for our Classified staff.

More support and training for staff to support new ELL integration/program changes and in the disciplining of students with behavioral issues.

Category B: Curriculum

Findings	Evidence
<p>B1. Rigorous and Relevant Standards-Based Curriculum</p> <p>LAHS demonstrates and is dedicated to providing a rigorous, relevant, and coherent standards-based approach to education. All core academic courses across disciplines have adopted texts that align with content and skill standards and current educational research. Each year course teams and departments have the opportunity to review texts and complete a process to update the text as needed. Teachers evaluate students' performance using academic standards. Courses are aligned with state standards and incorporate best practices, evidence of the school's commitment to staying abreast of educational trends. Initiatives like integrating Next Generation Science Standards (NGSS) and Advanced Placement (AP) Course and Exam Description Frameworks underscore our implementation of standards-based rigorous curriculum to provide an effective curriculum grounded in current educational research and thinking.</p> <p>As reported in the 2023 CA Healthy Kids Survey, over 61% of students feel that it's "pretty much true" or "very true" that they do interesting activities in classes. This supports the supposition that most (though not all) of our students experience relevant learning. Fewer of them feel that they do things that make a difference, with just 28% of ninth graders finding that statement to be "pretty much true" or "very true." We note that this number rises steadily as students get older, and with just under half of our seniors feeling that they do things that make a difference. These data clearly suggest we need to make more inroads with curriculum that our students see as relevant to their future needs. We wonder if this data relates to the increased absenteeism/tardism that we, like many other schools in the nation, are experiencing. Students most likely have less desire to come to school if they think they are doing lessons that don't make a difference, or do not give them skills to be successful with their future endeavors.</p> <p>Teachers have a wide range of professional development opportunities and resources to improve their practice, knowledge, and thinking about instruction and best educational practices. Some examples of these opportunities are the District Curriculum Institute that allows for course teams and/or departments to collaborate on-site or off-site such as attending a conference that supports academic standards being implemented in lesson plans. The district has adopted Constructing Meaning as best instructional practices for both LAHS and Mountain View High School. There is a strong alignment among concepts taught, learner goals, academic standards, and college and career readiness indicators. Soft skills, or interpersonal skills, are also infused into the curriculum. The LAHS RECS were developed during the last WASC accreditation cycle and connections to the 21st Century Skills and learning goals were emphasized by the school. More recently, the district adopted a Graduate Profile and LAHS is using these as our Student Learner Outcomes (SLOs). For example, in science classes there is an emphasis on developing independent learners through cross-disciplinary projects that promote global connections and community engagement, and provide students with a holistic educational experience. We emphasize preparation for post-secondary education and careers as evident through initiatives like AP courses, career technical education pathways, and</p>	<p>Course Information Sheets (google folder/ posted on school website) Course Catalog (English / Spanish)</p> <p>Master Schedule</p> <p>CA WL standards, ACTFL standards AP subject CEDs: APUSH</p> <p>MVLA Textbook selection process & Textbook Purchase Rubric Form</p> <p>California Health Kids Survey results (p21)</p> <p>Curriculum Institute</p> <p>Students enrolled in 1+ AP Course data</p>

partnerships with community organizations and colleges. The overall high student scores on standardized tests further validate the effectiveness of these efforts. However, there are subpopulations of students (EL, Hispanic, SpED, etc.) who take little or no AP/CTE classes. These groups will need additional support in order to effectively access these classes and be successful.

LAHS has monitored AP course enrollment to assess changes in its course selection process. Overall, there has been a slight increase in students enrolled in at least one AP course, rising from 54.8% in school year (SY) 2021 to 57.9% in SY 2022, and up from 51.2% in SY 2018. However, disparities persist among student subgroups: white and Asian students maintain higher enrollment rates compared to Hispanic/Latinx students, whose enrollment saw a marginal increase from 35.4% in SY 2021 to 36% in SY 2022. There is a notable upward trend among English Learners, increasing from 8.9% to 14%, and students with disabilities, which doubled from 10.6% to 22.3%. The percentage of students identified as CCEIS also notably rose from 2% in SY 2021 to 16% in SY 2022 and remained stable at 16% in SY 2023.

We are emphasizing curricular integration, with a growing focus on project-based learning and portfolio creation to foster cross-curricular skills development. This is most evident in our CTE courses, though can be increasingly seen in other core academic subject areas. By offering educational experiences such as these, we provide opportunities for students to prepare for success beyond graduation. Furthermore, our engagement with community partners and resources ensures that students have access to a wide range of opportunities. While collaboration with stakeholders is robust, there is room for improvement in articulation with our partner middle schools and higher education institutions, like our neighboring community college, to ensure for more seamless transitions for our students.

B2. Equity and Access to Curriculum

LAHS is dedicated to fostering equity and access to curriculum, ensuring that all students have the resources and opportunities needed to thrive academically and pursue their aspirations. Through various initiatives, such as career exploration programs and postsecondary preparation activities, the school endeavors to provide a diverse array of options for students to explore and pursue realistic college, career, and educational pathways. However, while efforts are made to offer a comprehensive range of choices, concerns are raised about the need to ensure that these options are accessible to all students, particularly those from diverse backgrounds.

In addressing these concerns, the school emphasizes the importance of providing a rigorous, relevant, and coherent curriculum that incorporates real-world applications and engages students in meaningful learning experiences. Course team time is often used to improve horizontal alignment, such that students receive a similar experience regardless of their teacher. Over the past 6 years we have had a major emphasis on this type of alignment. Despite these efforts, disparities in course enrollment patterns highlight the need for ongoing attention to ensuring equitable access to curriculum offerings.

By working together to develop and monitor students' educational experiences, the entire school community works to empower students to take ownership of their education and pursue their goals with confidence. Through continued dedication to equity and inclusivity, the school strives to create an environment where every

[LAHS RECS
GRADUATE PROFILE](#)

[Steam Week Agendas](#)

[Students enrolled in 1+
AP Course data](#)

[ASI course](#)

[Innovate Design
Essentials](#)

[Innovative Design
Capstone courses](#)

[2022 Dashboard
Summary](#)

[2023 Dashboard
Summary](#)

student has the opportunity to succeed and thrive.

As we strive to be more equity-centered, LAHS is changing how we support students who have additional learning needs. Previously, students received help through separate support classes with various structures. Some models involved separate classes for reading, writing, and math, while others offered comprehensive in-class support from a credentialed teacher. These models were seen as successful in terms of passing grades, but faced challenges like inclusion, attendance, behavior management, and a lack of positive role models from mainstream peers. Most importantly, these separate classes often had a disproportionate number of Latino/a/x students, raising equity concerns. As the school prioritizes equity, it acknowledges the need for a new approach to supporting all students within the general education classroom.

This year (SY 2024), Los Altos High School is implementing a new approach to supporting students with diverse learning needs. We have begun transitioning all students who previously had an additional support class for their mainstream college prep course, into just that mainstream college prep course, but now utilizing a co-teaching model. This shift aligns with the state's inclusion mandate and aims to provide a more equitable learning environment. It also provides extra room in a student's schedule to take more advantage of our elective opportunities. In the school year 2022, an ELD program was reestablished at LAHS. It had previously resided at our other district high school, Mountain View. Our new ELD department has used retreat days to develop new strategies specifically for supporting English learners and their success in core academic classes. Recognizing the need for teachers to adapt, the school is offering professional development focused on differentiated instruction, Constructing Meaning (CM) and dedicated planning time for collaboration. CM is not only beneficial for our EL students, but will serve as a support for all of our students who are struggling with language development in all of our classes.

While Los Altos High offers resources like professional development and planning time to support the new inclusion model, key questions remain for some staff. Teachers are particularly concerned about their ability to effectively differentiate instruction for students with such a wide range of reading levels (3rd grade to 12th grade) within the same classroom. While the goal is to create a more inclusive environment, some teaching staff worry that students in our identified major learning need groups may not receive the appropriate level of support to access the challenging and relevant coursework. This transition to new supports for struggling students notwithstanding, LAHS has already begun the process of mainstreaming Special Ed students via co-taught courses. Since 2019-20, the number of students with disabilities taking A-G courses has increased from 41 to 243, as the number of co-taught A-G courses has increased from 10 to 29.

CAASPP data for 2022-23 indicates that LAHS has significant room for improvement with its EL students when compared to state math averages. In addition, we are slightly behind with our socioeconomically disadvantaged students when compared to state math averages. Our performance in English outperforms state averages significantly amongst all groups. However, LAHS still has a considerable opportunity gap when these groups are compared to our White and Asian students (ex. Met or Exceeded Math Standards, White (83.83%) vs. Hispanic/Latino (27.05%).

[Alignment 1.0 to Alignment 2.0](#)

[Skills/Support Course Data](#)

[Attendance data](#)

Subgroup:	English		Math	
	LAHS	State	LAHS	State
English Learners	17.65% met/exceeded standard	10.87% met/exceeded standard	4.00% met/exceeded standard	9.93% met/exceeded standard
Students with Disabilities	33.34% met/exceeded standard	15.75% met/exceeded standard	27.27% met/exceeded standard	12.26% met/exceeded standard
Hispanic/Latino	63.71% met/exceeded standard	36.08% met/exceeded standard	27.05% met/exceeded standard	22.69% met/exceeded standard
Socioeconomically Disadvantaged	52.86% met/exceeded standard	35.27% met/exceeded standard	22.37% met/exceeded standard	22.91% met/exceeded standard

[EL Achieve: Constructing Meaning](#)

[CAASPP data for 2022-23](#) (General comparisons to district and state)

ACS WASC Category B. Curriculum Summary

Areas of Strength

1. **LAHS teachers are dedicated to collaboration with their course team colleagues and horizontal alignment.**
2. **LAHS provides a great breadth of course options that satisfy A-G requirements, elective options, and several CTE pathways**
3. In SY 2022 LAHS, **reestablished and expanded the English Language Development program** to address student learning needs and improve support for English Learners.

Areas of Growth

1. **Need to improve the transition of English Learners (EL) students into college prep (CP) classes and Students with disabilities in co-taught courses.** This involves modifying both the structure of the courses, delivery and content of the curriculum to better meet the specific needs of these students. Additionally, there is a need to support the teachers who will be new to a co-teaching assignment.
2. **Need to focus on and address the articulation of vertical alignment of skills within a subject area/department.** This refers to the need for a clear and consistent progression of skills and content across grade levels.
3. **Need to articulate how we support a variety of paths to success post-graduation; particularly with the growth of CTE courses.** More inroads on vertical alignment and collaboration with local community colleges and trade schools is desired. There is some concern that some CTE courses are classified as electives only, and don't contribute to the core academic requirements.

Category C: Learning and Teaching

Findings	Evidence
<p>C1: Student Engagement in Challenging and Relevant Learning Experiences</p> <p>Los Altos High School is dedicated to providing learning experiences that challenge students while remaining accessible to all. Survey data shows that nearly three-quarters of students feel that the adults on campus have high expectations for their success, reflecting the school's commitment to academic rigor. By differentiating instruction to meet the diverse needs of individual learners, the school aims to ensure that every student can engage deeply with the curriculum. Anecdotal evidence further suggests that this approach is being effectively implemented across the campus, enhancing student access to content and promoting academic growth.</p> <p>However, the school recognizes that more work is needed to increase access to these challenging learning experiences, particularly for populations that require additional support to fully engage with lessons and succeed in mastering skills and content. To address this, the District launched <i>EL Achieve: Constructing Meaning</i>, a five-day training initiative intended to equip teachers with instructional strategies that make academic content more comprehensible and accessible. By the end of the 2023-2024 school year, 28 teachers (~24% of the faculty) had either completed or were in the process of completing this initial training.</p> <p>Although the school does not collect schoolwide data on the types of instructional strategies and differentiation occurring in classrooms, anecdotal evidence suggests that many teachers and course teams employ strategies such as exit tickets, formative assessments, self-evaluation assignments, and student surveys on interests, learning styles, and preferred activities to inform and tailor their instruction. These efforts reflect the school's ongoing commitment to refining its approach to ensure all students can thrive in an academically rigorous environment.</p> <p>Los Altos High School is committed to ensuring that students consistently engage in relevant learning experiences that extend beyond the classroom and into the real world. During the last WASC cycle, we updated our Student Learning Outcomes to emphasize 21st-century skills (as outlined in our LAHS RECS) and align with practices already emerging in many classrooms. While some progress has been made in integrating these skills into the curriculum, many students remain unaware of how these outcomes are reflected in their learning experiences. Staff have worked to revise assessments, lessons, and projects to incorporate more of the LAHS RECS, but this initiative has not been consistently or explicitly applied across departments, leaving it as an area for continued growth.</p> <p>There is also a strong commitment to providing schoolwide opportunities for students to present their work to authentic audiences. Examples include end-of-year presentations</p>	<p>EL Achieve: Constructing Meaning</p> <p>Literature example of benefits of differentiation in science classroom</p> <p>Additional data of course assessments and differentiation</p> <p>CTE Work Log/Exit Ticket</p> <p>LAHS RECS</p> <p>California Healthy Kids Survey results (p20)</p> <p>Science RECS Lessons and Evaluations</p> <p>Chemistry Battery Project</p> <p>Chemistry Battery Project - Student Sample</p>

from Advanced Scientific Investigations (Science) and Economics (Social Studies) students, schoolwide events like the Freshman Poetry Battle and Film Festival (English), as well as performances by various performing arts groups. In Journalism, Culinary Arts, and Design & Fabrication (CTE), students create work for actual paying clients, further bridging the gap between classroom learning and real-world professional environments.

21st-century skills also encompass soft skills like self-awareness and metacognition, which we encourage students to develop through reflective exercises after completing their projects.

Student Understanding of Learning Expectations

Los Altos High School prioritizes student well-being and encourages a balanced academic workload. To support informed course selection, the school employs a comprehensive approach to communicate course expectations, particularly around workload. This approach includes one-on-one counselor meetings, course fairs, and a district-wide homework policy that outlines time commitments based on course level (college prep, honors, AP). Additionally, students engage in detailed course selection conversations with teachers to learn about specific content, required skills, and the overall classroom experience. By promoting transparency, these initiatives empower students to choose courses that align with their interests while maintaining a healthy school-life balance.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

Los Altos High School strives to create an equitable learning environment through clear expectations and targeted support. Teachers work together to design units using a universal framework, ensuring all students have access to the curriculum regardless of background. To make success achievable for all learners, rubrics, models, and templates are consistently used across subjects. These tools go beyond simply conveying a grade; they show students the qualities of strong work and the specific components of assignments, like presentation rubrics in World Languages that detail expectations for pronunciation, grammar, and cultural understanding. This transparency allows students to not only understand what's expected, but also how to excel. Furthermore, providing these resources in advance is particularly beneficial for students in our AVID program, students with IEPs, and our English Language learners.

Los Altos High School recognizes the need to enhance support for English Learners (EL) as they rejoin campus and are integrated into college prep classes. While including EL students in these courses can boost their engagement and provide more elective options, some teachers have expressed concerns about their ability to effectively support these students in a rigorous academic environment. A District survey revealed that about a third of teachers felt unprepared to teach EL students effectively. In response, staff development efforts are underway, focusing on new strategies and explicit language instruction to ensure EL students can succeed. A fall 2023 staff

English- Socratic Seminars with scaffolded prep sheets: [9th grade](#) and [12th grade](#)

[Counseling Course Selection Resources](#)

[4-year Planning tool & Video tutorial](#)

[Time Management Activity Worksheet](#)

[9th Grade Course Selection Worksheet](#)

[10th Grade Course Selection Worksheet](#)

[11th Grade Course Selection Worksheet](#)

[12th Grade Course Selection Worksheet](#)

Examples of rubrics, models, and templates: [rubrics](#), [graphic organizers](#), [reciprocal task sheets](#), [pre- and post-unit assessments](#), [academic and content area vocabulary sheets](#), [targeted language support](#), [support in skill development](#) and [support with critical](#)

survey conducted when teachers were informed of changes to EL support structures found that roughly a third of teachers district-wide did not feel equipped to teach EL students effectively. Around a quarter felt prepared, while 37% were neutral. Collecting longitudinal data to track the impact of these changes on student success would be beneficial.

In an effort to support our students, staff have begun learning strategies that not only aid English Learners (EL) but benefit all students. Teachers are participating in cohorts for the District's Constructing Meaning training, which focuses on enhancing explicit language instruction to support grade-level content learning across all subjects. The District aims to have every teacher complete this comprehensive five-day training.

Teachers and staff have worked hard to empower students to be meaningfully engaged in their own learning, both at a schoolwide level and in individual classrooms. Students meet regularly with their counselors and have access to a wide variety of clubs. The school hosts two leadership classes - ASB and SCL (Student Community Leaders), both of which provide opportunities for students and staff to get involved in community building and shared experiences like rallies, dances, and wellness and gratitude events; see Instagram handles @lahsscl @losaltosasb. Student journalism programs provide coverage on social media and the internet in both text and video form, and publish the monthly newspaper and yearly yearbook. See Instagram handles @lahstalon, @lahsaerie or @newmedialit for examples of this social media coverage.

Inside many individual classrooms, students share their voice in surveys, create norms together, participate in Socratic seminars and create experiments and help design some lessons.

Students with IEPs are explicitly taught to use their voice and agency. These students are explicitly taught to advocate for themselves through the IEP process as they learn about themselves and begin to understand expectations for success.

Teachers effectively use technology to enhance and support student learning. They use either Canvas or Google Classroom to post assignments, host online discussions and collaborations, provide access to the slides used during lectures, and link students to other relevant or supplementary material on the internet. Teachers also use digital assessment tools like Kahoot, Gimkit, Nearpod, Blooket, Quizizz, Gizmos, Quizlet, IXL and Flipgrid.

Teachers within departments also use technology as appropriate for their subject matter. Examples include using digital devices to model skill development and weight lifting techniques in PE, creating digital media like podcasts and video essays in English, and the wide and impressive array of laboratory equipment available to students in science on a regular basis. Science examples include varied forms of microscopy, biotechnology, and a plethora of probeware interfaced with computers to help students process and analyze data.

The librarian helps humanities teachers and students to access relevant research databases and appropriate educational software.

[thinking and problem solving skills.](#)

[The English Learner Roadmap](#), with focus on Principle 2

[ASB CIS](#)

[SCL CIS](#)

The school is still at the beginning stages of its conversation around Artificial Intelligence. Departments have considerable leeway to define their own AI policies, and teachers are working to teach students how to use this new technology responsibly. As new AI tools become available, the staff recognizes the need for greater alignment around the appropriate use of AI tools with respect to academic integrity.

Teachers campus-wide provide learning opportunities that extend beyond the textbook and classroom to deepen students' depth of knowledge and prepare them for college and careers.

The CTE department obviously specializes in this, providing multiple pathways for students to leave campus with marketable skills in design and fabrication, journalism, culinary arts, etc. CTE students have at least one workplace learning experience each semester, which can include field trips or guest speakers. In addition, our choir provides many opportunities for students to perform outside of the school campus

[CTE Pathways](#)

[CTE Pathway Skills](#)

The Special Education department collaborates with a transition specialist and utilizes tools such as the O*NET interest inventory through Naviance and the Virtual Job Shadow site to ensure students are prepared for careers after graduation. Students with IEPs have specific transition goals to help them plan for the future, identify post-secondary aspirations, and access the necessary support to achieve those goals. Additionally, the department partners with the Workability program to provide job opportunities for students, and maintains connections with MVLA Adult School, where some students with special needs are co-enrolled to further their career objectives. On campus, the Special Education department runs the Eagle Cafe, giving students valuable hands-on experience in the food service industry.

The Science department has several courses available to students beyond the traditional Biology-Chemistry-Physics pathway that fosters development with knowledge and skills that promote college and career readiness. Many of these courses were born out of teacher interest and experience in industry and academia. Science currently offers Agricultural Ecology, Biotechnology, Forensics, Human Biology and a stand alone independent scientific research course, Advanced Science Investigations (ASI) in which students develop research projects, execute novel protocols, and present their findings at the Synopsys Science Fair and at a Scientific Research Poster Symposium. Students are mentored by scientists conducting research in industry and academic research institutions. The skills and knowledge students develop are directly transferable to educational and career landscapes. AVID freshmen and sophomores typically have a career development field trip each semester. AVID juniors and seniors have a mock career fair with real recruiters from the community, and get to practice and 1:1 interviews as seniors. AVID students also have the opportunities to do internships during their junior/senior years. All AVID students are supported through the [PEAK program](#), which provides them with connections to college and employment pathways.

[ASI Research Symposium - 2024](#)

[Mock Career Fair 2022](#)

Teachers and staff at LAHS are proud of the wide variety of instructional strategies and resources we use to engage students in creative and critical thinking, problem-solving,

and the application of their learning. Over the past three or four WASC cycles, the main way that we have ensured that all students experience this high-quality instruction has been through the alignment of our courses, both horizontally (across teachers of the same course) and vertically (ensuring that each successive course in sequence teaches an appropriate set of skills based on what was learned previously).

Los Altos High School is striving to implement horizontal alignment, a system where all teachers of the same course share instructional strategies and assessments. While this approach ensures all students receive a consistent and high-quality education, it's not without challenges. Some teachers feel their creativity is restricted, and reaching consensus on significant changes can be difficult. Additionally, collaboration time has decreased, making alignment efforts more challenging. Despite these hurdles, horizontal alignment offers significant benefits. Teachers can experiment with new ideas and share successes with their team. Students benefit from the combined strengths of all instructors, leading to more effective and varied teaching. Collaboration improves as teachers plan lessons together and support each other. Most importantly, alignment ensures all students are assessed and prepared equally, regardless of their assigned teacher. Standardized grading and homework policies further contribute to a more equitable learning environment. While these initiatives require ongoing focus and support to be fully effective, horizontal alignment remains a valuable tool for LAHS to deliver a consistent and successful education to all students.

Vertical alignment has continued to be a goal for departments, and has never quite reached the same level of implementation as horizontal alignment has. With changes made in courses around equitable grading and assessment practices, many departments have and continue to need time to revisit and revise vertical alignment. Teachers are doing this by developing practices such as defining power standards and vertically aligning skills. When these activities are successful, students in subsequent courses are always building on the skills taught in previous courses.

As we reconfirm and redefine our commitment to alignment, the school should also find ways to institutionalize the successes of past professional development initiatives. Historical staff-wide agreements about issues such as homework (as outlined in Board AR 6154), assessment and extra credit, and group work were the product of months of conversation. But some teachers feel that some of these past successes can get lost to history as the school moves on to focus on other initiatives, especially with changes to District and Site administration.

[Standards of Alignment 1.0 and Alignment 2.0 for Staff Review](#)

[Alignment 2.0: Growing Professional Capital](#)

[Vertical Alignment & AP Headstart](#)

[22-23 Vertical Alignment of Skills Mapping Template: Science](#)

ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. **Horizontal alignment among course teams allows students to experience similar instructional and assessment strategies, and allows teachers to share best practices.** Alignment serves as the cornerstone of all our pedagogical efforts.
2. **The MVLA school district and MVLA Foundation provide plentiful resources for quality instruction, including materials and professional development.** Teachers receive support with district-provided training for instructional strategies to support the academic language needs of English Language Learners in their mainstream classrooms. All teachers have or will attend the Constructing Meaning training over the next few school years, with most staff completing the initial training and working on full implementation by the fall of 2025.

Areas of Growth

1. **Teachers in all subject areas will continue to develop the ways they support English Language Learners and Special Education students.** This is of utmost importance since EL and students with disabilities are now included in college prep courses and/or co-taught courses. (Started 24-25 school year)
2. **Need to develop a clear and universal system to monitor the progress of students in identified subgroups as we shift our support and intervention structures and strategies.** We need to ensure that we are being at least as successful as we have been historically in helping these students progress academically.
3. **Need to continue our commitment to horizontal alignment and create systems to promote vertical alignment.** Departments need to continue their conversations around vertical alignment to ensure that each successive course builds appropriately from the prior one. The school also needs to continue facilitating conversations about vertical alignment with middle schools, which we believe will improve our CAASPP results for identified subgroups.
4. **Need to explore ways to ensure that agreements and initiatives from prior years remain an active part of school culture going forward.**
5. **Need to develop clear protocols of analyzing data of sub categories of students.** Because we overall are a high performing school, many of our students with the greatest learning needs can get lost or hidden when we look only at overall data.

Category D: Assessment and Accountability

Findings	Evidence
<p>D1: Reporting and Accountability Process</p> <p>Assessment Tools and Practices:</p> <p>LAHS employs a range of tools and practices to evaluate student progress, including CAASPP, AP, ELPAC scores, graduation data, and IEP information. These scores are accessible to staff and course teams through Aeries, and they are also communicated to families. While there is no formal process or regularly scheduled time for reviewing this data school-wide, the academic year typically begins with a brief analysis of subgroup performance on the SBAC. Special Education Case Managers and Resource teachers provide IEP and 504 information to staff at the start of the year, which is also available on Aeries. Additionally, teachers receive ongoing updates from the ELD department and Bilingual Secretary regarding ELD student progress.</p> <p>Review of Grades:</p> <p>Historically, the principal would email grade distribution data to the entire staff at the end of each quarter. Department chairs would then schedule meetings to review this data. However, in the 2023-2024 school year, this practice changed in response to staff feedback. Currently, Department Coordinators can request data from administration and share it with their teams as needed.</p> <p>Aeries Student Information System:</p> <p>Teachers regularly update grades on Aeries, allowing them to monitor current student performance across all of their classes. Aeries also provides information on grades, attendance, resource programs, counseling, and parent contact details. However, many teachers feel constrained by Aeries, as they can only access information for students currently enrolled in their classes. This limitation hinders long-term tracking of student progress and access to data for students not presently in their classes. Although the Aeries teacher interface provides most student data, some data is not fully visible on teachers' interfaces.</p> <p>Formative and Summative Assessments:</p> <p>Course teams and individual teachers utilize formative assessments to monitor student progress and adjust instruction accordingly. Teams often employ common formative and summative assessments, use similar rubrics, and align grading practices. Some course teams incorporate external assessment data, such as CAASPP Interim Assessments and Reading Renaissance scores, to evaluate student progress and support needs. Advanced Placement courses utilize AP Classroom to track student advancement, while year-over-year data informs curriculum and test preparation. The ELD department regularly administers ELPAC formative assessments to monitor student progress and ensure appropriate placement.</p> <p>Despite the variety of assessment practices, teachers express a need for additional training and better access to student data. Staff members report</p>	<p>Aeries Student Information System</p> <p>ELPAC Scores / ELD Data</p> <p>Graduation data</p> <p>Sample 504 Data from Aeries</p> <p>DataZone Class Profile example (Geometry) looking at specific course breakdown by gender, ethnicity, IEP, etc.</p> <p>Semester grade distribution data / Dept Notes / Notes from Coordinators 2/8/24 Meeting on Grade Distribution Data</p> <p>Course Team meeting notes / Calendar of Course Team meetings</p> <ul style="list-style-type: none"> → Example: Formative and Summative Assessment from Spanish 3 → Biology Honors: Common lab report rubric → Survey of Literature: teachers aligned on use of Reading

difficulties with DataZone, indicating a lack of understanding of how to use this tool effectively. There have been repeated requests for a site- or district-wide data specialist to assist staff in collecting and analyzing data.

Assessment and Equity:

School administration empowers course teams to determine grading scales, grade floors, and assessment calibration, resulting in varied experiences among departments. Assessments have shifted away from traditional memorization and multiple-choice formats, offering a broader range of evaluation methods. Progress report comments facilitate specific feedback and communication between teachers and families regarding student strengths and areas for growth.

There is a school-wide emphasis on equitable assessment, which became a focal point for professional development in the 2021-2022 school year. This initiative has spurred conversations within and between departments about equitable assessment practices. There is interest in establishing clearer equity goals and learning more about assessment practices in neighboring schools, including grade distributions and performance metrics. Additionally, there is a desire to refine the assessment framework to minimize individual teacher impacts.

Efforts to enhance communication with families, including investments in Parent Square and Language Line, provide teachers with more tools to discuss student progress. Many courses allow students to revise assignments without penalties, fostering a growth mindset.

Assessment and Wellness:

Aeries access is disabled at the end of the semester to prevent students and families from checking grades during finals week. There is a desire to gather data on how frequently students and families utilize Aeries. Initiatives have been introduced to reduce high-stakes assessments, including rebranding finals as "End of the Year Activities." The goal is to strike a balance between maintaining academic rigor and promoting student wellness through equitable practices.

Modifications Based on Assessments:

Course teams and departments leverage assessment findings to revise curricula, instructional strategies, and evaluation methods. Ongoing dialogue between administration and departments focuses on student achievement, with administration monitoring SBAC scores and pass rates for key A-G courses. There is a recognized need for more support in investigating the cause-and-effect relationship of changes made to enhance student achievement. Often, changes are implemented with the intent to improve outcomes, but consistent measurement of student achievement is lacking beyond looking at grades and standardized test scores.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ various assessment types to gauge student understanding, with

[Assessments](#)

Data from Staff Survey to show staff requests for data training and support

→ [English dept discussion of 40 grade floor](#)

→ [Survey final: poetry performance](#)

→ Ethnic studies looked at how to reduce the high stakes assessment at the end of the semester: [Agenda](#)

[English department conversations around what is an A, B, C, etc.](#)

Lab report [rubric](#) developed by entire science department

[Data Talks](#) are used in many different math course teams as warm-ups

Student surveys: Biology Honors assessment of [test prep and anxiety](#)

[Social Studies Course team meetings \(agendas\)](#)

alignment across course teams and departments. During the 2022-2023 school year, a school-wide focus on equitable assessment led to revisions in assessment materials and practices. The English department, for instance, is adapting to a reduction in course options while anticipating an increase in ELL students, prompting discussions about adjusting assessment practices to facilitate their success.

Formative assessments such as exit tickets and warm-ups are utilized across multiple departments. The Socratic Seminar method is employed by the English and Social Studies departments to evaluate student comprehension and thinking over multiple units. English teachers utilize a diverse array of assessment methods, including short passage responses, reading quizzes, and literary analysis essays, ensuring vertically aligned instruction across grade levels. However, there is a recognized need for increased variety in assessment formats, as the current focus relies heavily on writing skills.

English and Math course teams engage in calibration of grading for major assignments to provide consistent feedback to students. Other departments, such as Social Studies and Science, express the need for more collaborative data analysis to refine lessons, assignments, and rubrics. The Math department is reworking its revision process to include more student reflection and opportunities for information retention. Teachers use common rubrics to grade assessments and hold regular meetings to align grading practices. Teacher-student writing conferences are also conducted to offer personalized feedback and guide students in their argumentative writing.

The school employs structured methods for monitoring student progress, which are communicated regularly to students and families. The school conducts two progress checks and issues quarterly grades before final semester grades are released, providing students with opportunities to improve their performance. Support classes such as CCEIS-Rising Eagles, AVID, and the Academy facilitate this monitoring, but with changes planned for the 2024-2025 school year, these classes will not be offered. A new co-teaching model will be introduced to provide additional support within main curricular classes, allowing more flexibility in student schedules to explore elective options.

Despite the variety of assessment forms used, there are concerns about the accessibility of these assessments for all students. For instance, while many students utilize Chromebooks for schoolwork, the devices' limitations can hinder certain assessment types, such as film production. Additionally, the appropriateness of Socratic seminars and speeches as assessment methods for ELL, Special Education, and anxious 504 students remains uncertain. Teachers also face challenges with formative assessments, as providing timely feedback on multiple assignments can be overwhelming. There is a call for incorporating meaningful interventions beyond traditional feedback methods to help students improve their skills effectively.

Timely Assessment and Support Opportunities:

Teachers provide timely assessments and facilitate access to additional support as needed. Students have 24/7 access to their grades through Aeries, which teachers update regularly. Assessment corrections on tests and quizzes are available, and students can receive support through initiatives such as Breakfast

[Socratic Seminar Assessment](#), [Academic Language for Socratics](#), [Practice Reading Assessment](#), [Extra Help for practice RA](#), [Essay](#), [Extra Help for the Essay](#), [FRQs](#)

[AP Classroom assessments and practice](#)

Survey Skills: we have students take the Reading [Renaissance exam 5-6](#) different times throughout freshman year to get a good read on their reading comprehension/ vocabulary.

Spanish - [online textbook](#) has formative check-ins/ progress checks for students. Does not count against grades. Summative assessment scores went up.

[World Languages Dept ACTFL Rubrics](#)

[DBQ Prep Work in Ethnic Studies](#) (and revision after DBQs submitted, for instance, this year we added a word bank #hashtag for students to add to each document to improve their ability to find patterns)

Visual Art - [Presentation slide](#)

Club for pre-assessment reviews. Teachers administer pre-assessments or informal assessments just before graded evaluations to identify areas needing improvement.

Transparency is maintained through running totals of missing assignments and clear gradebook practices. Immediate feedback is offered through interactive review games using platforms like Kahoot!, Quizizz, and Quizlet. Detailed rubrics and additional comments provide constructive feedback, allowing students to enhance their work and achieve learning goals. Teachers provide real-time feedback on writing through Google Docs, and departments agree on feedback protocols to ensure consistency.

Engagement tools such as Peardeck and Nearpod enable teachers to offer feedback during lectures. Class time is allocated for students to review teacher comments on their work, and while feedback often focuses on content knowledge, there are opportunities to provide specific, timely feedback for language support. Peer review opportunities encourage collaborative writing and idea development among students.

For math reinforcement, IXL Learning offers personalized recommendations and insights for students, while communication methods, including calls and emails, inform families about student progress and concerns. Teachers utilize class time to review student work, providing both whole-class and individualized feedback. Many teachers have integrated Constructing Meaning discussion activities to support language learning and immediate feedback.

Teachers also arrange appointments with students through TeachMore to provide additional assistance and facilitate makeup work. Regular student feedback is gathered through surveys about class dynamics and improvement suggestions. Reflections following summative assessments help students identify areas of struggle and success, fostering a growth mindset. For the ninth-grade book circles unit, surveys assess student enjoyment of reading options, guiding future selections.

Senior project meetings and check-ins support students in understanding their progress and receiving peer and teacher feedback. Additionally, end-of-year surveys gather student perceptions on effective practices and areas for improvement.

Curriculum Revision Based on Assessment Data:

Course teams utilize formative and summative assessments to revise curriculum based on student needs and performance. Alignment efforts ensure consistency across sections of the same subject, and collaborative rubric creation aids in grading assessments. Teams analyze and modify assessments to guide curriculum adjustments and ensure grading alignment through shared spreadsheets. End-of-semester meetings provide opportunities for reflection on what worked and what did not, leading to changes for the following year.

Administration is committed to facilitating professional development time for collaborative work among educators. School-wide support systems are in place

[Practice and peer reviewed “claim evidence reasoning” before final draft submission](#)

[Algebra 2 CP course team has completely redesigned the class over the last 2 years](#)

Many math classes allow for [corrections](#). Many of our course teams allow for test, quiz, and writing revisions

Math - [Breakfast Club](#)

[Calibration meeting notes: Alg2H rubric](#)

Alg2H [scores spreadsheet](#)

Math - [Test Corrections](#)

Math - [IXL Learning](#)

to assist students in need, including the Tutorial Center and Testing Center. A revised bell schedule incorporates Academic Collaboration Time (ACT) for students to revisit and revise assessments. Access to Canvas, a course management system, enhances online learning by providing grade postings, assignment information, quizzes, and 24/7 online tutoring through Tutor.com.

[Tutorial Center](#)

[Testing Center](#)

[Bell schedule revision](#)

ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

Standardized Practices: Course teams work together to create rubrics, calibrate grading, analyze assessments, and ensure grading consistency.

Data-Driven Improvement: Teams use assessment data to guide curriculum adjustments and identify areas for modification.

Continuous Learning: Some teachers allow students to revise assessments for ongoing learning, and there's discussion about making this a school-wide practice.

Reflection and Improvement: Teams meet at year-end to reflect on the curriculum's effectiveness and make changes.

Areas of Growth

Systematic Implementation: The document acknowledges that these strong practices are not consistently applied across the school. (e.g. assessment correction)

Data Science Integration: A data science professional could be helpful in pinpointing areas most in need of curricular changes.

Formative Assessments: While the use of formative assessments is on the rise within our staff, there is still more work required to implement this positive assessment strategy across the school.

Data-Based Reflection: The current year-end reflection process is seen as more anecdotal than data-driven. The document mentions piloting a "focus student" approach to gather richer data for reflection.

Implementing alternative and modified assessments to meet needs and abilities of all students.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Findings	Evidence
<p>E1: Family and Community Involvement</p> <p>Families engage with LAHS in various ways, from participating in IEPs and 504 meetings to being active in athletic, music, and theater booster organizations. Additionally, families play roles in the PTSA, School Site Council, and STEAM Committee, and attend school events such as Back to School Night, Homecoming, and awards ceremonies. LAHS also hosts evening presentations led by the counseling team, offering parents a deeper understanding of their children's academic journey. Parents also contribute voluntarily through organizing sports events, coaching, and fundraising efforts such as the Pasta Feed and banquets. Our PTSA has an active parent volunteer pool, consisting of over 100 volunteers for our school. Many assist with STEAM Week, Mandarin Week, and other school initiatives, including toy, book, and food drives. This sense of community extends to classroom involvement, with literature and history from diverse cultures incorporated into courses such as world literature and culinary arts. In the past, school spirit was promoted through an innovation team that celebrated staff participation during events like Spirit Week. We agree that staff engagement in school activities creates a lively and cohesive environment, reinforcing the school's inclusive culture.</p> <p>Communication:</p> <p>We offer many technology resources, but some parents face challenges accessing school information and other resources due to language barriers, limited technology literacy, cultural differences, or a lack of consistent communication and outreach systems. There is a concern that our families may not feel equitably connected to the school. In recognition of bilingual skills, classified staff members are eligible for a bilingual stipend after demonstrating their language proficiency through testing.</p> <p>Technology:</p> <p>Issues include internet access, availability of devices, and comfort with email and other platforms for both students and families. Most communication is conducted via email, but there is a lack of training for parents and students on Parent Square. It's important to gather input from a broader range of parents, ensuring that not only the most vocal voices dictate decisions.</p> <p>Consistency:</p> <p>The BSU Baccalaureate Graduation Ceremony used to be an annual event, featuring food from the community, family involvement, and scholarships. There was no BSU for the past two years, however it has started up again in 2024. Smaller groups, such as Black, Tongan, and Samoan families, may receive less attention and outreach. While the BSU does some of this work, it needs structured support.</p> <p>Our community strives to celebrate diversity and support all students. However, we have mixed observations regarding the culture of identity safety at LAHS. There is concern that smaller student subgroups are not as visible when systemic changes are</p>	<p>Language Line/translation services</p> <p>Eagle Community Newsletter (weekly)</p> <p>Parent-Teacher Conference Request, LUCHA</p> <p>Translation button on the LAHS website</p> <p>Webinars- List from the District</p> <p>Full time Tutorial Center</p> <p>Athletic Boosters, Music Booster,, PTSA STEAM Committee</p> <p>Ethnic Studies Community Website & Ethnic Studies-FAQ including community communication history</p> <p>STEAM Week</p> <p>LAHS Club List</p> <p>Elective extracurricular activities</p> <p>College & Career Center Library</p> <p>Tutorial Center</p>

made. We aim to ensure that all members of our community are respected, valued, and treated with dignity, professionalism, and trust.

AP Classes and Wellness:

AP classes are allowed to assign homework on some weekends that are supposed to be homework-free, prior to AP testing in the Spring. Some classes may designate a homework-free weekend but schedule an exam the following Monday. This seems to contradict the district's goal of promoting wellness. There was momentum to suggest limits on AP workloads, but this conversation has dropped from leadership meetings. We recommend setting limits on AP homework to align with wellness goals, giving students the ability to point to the school's guidelines for support. This could also be reflected in the school profile. In line with the school's mission of promoting student well-being, happiness is recognized as a vital factor for academic and future success. Studies such as *Early Adolescent Affect Predicts Later Life Outcomes* by Kansky (2016) highlight how student happiness in high school is a strong predictor of long-term financial security and job satisfaction, offering compelling evidence that nurturing happiness during these formative years leads to more successful outcomes in adulthood.

Inclusion and Support:

At LAHS, Spanish-speaking families have access to dedicated resources such as the Parent Institute for Quality Education (PIQE), LUCHA, English Learner Advisory Committee (ELAC), and a bilingual community liaison. Programs such as PIQE and LUCHA, along with active outreach by staff to ensure that Latino parents are included and informed. There is a need to better integrate English Learner (EL), Latino, and students with IEPs into college preparatory courses. ELD students, in particular, do not receive the same level of care, concern, high expectations, or access to opportunities as the rest of the school community.

Training:

It is important to train both staff and students on community-building strategies and wellness. Teachers receive some of this training during professional learning sessions, but there is a need to address implicit bias as well.

E2: School Culture and Environment

Seeking Feedback and Building Trust:

The school's commitment to inclusivity is evident in the creation of courses like Ethnic Studies, a response to community interest and petitions. The district sought input from stakeholders, conducted studies with parent communities, and welcomed public involvement during the pilot year. The school board reviewed the curriculum publicly, fostering transparency. Resources like the Ethnic Studies Community Website and Ethnic Studies FAQ provide a detailed communication history and show the community's involvement in shaping the course. We encourage seeking feedback to identify areas for growth.

Currently, staff have opportunities to provide feedback after staff meetings and to submit important topics for discussion at coordinators' meetings. The principal also offers open times for drop-in discussions. However, additional options for collecting broad or anonymous feedback could help build trust and ensure that everyone feels heard. More recently time has been added to coordinators' and leadership meetings to offer feedback. Coordinators and leadership staff have frequent opportunities to

[Wellness Center](#)

[Mental Health & Wellness](#)

📅 Tardy Data

■ Wellness Center U...

■ Wellness Center U...

■ Copy of Resource ...

📅 Updated Quick Re...

[Early Adolescent Affect Predicts Later Life Outcomes - Kansky - 2016 - Applied Psychology: Health and Well-Being - Wiley Online Library](#)

[Work experiences and personality development in young adulthood.](#)

[Does Happiness Promote Career Success? - Julia K. Boehm, Sonja Lyubomirsky, 2008](#)

■ The Palgrave Han...

[MVLA Graduate Portfolio](#)

[MTSS Models from MVLA site](#)

[MTSS Counseling Model](#)

[MVLA Innovation Grants \(\\$5K or \\$10 K\)](#)

provide input and feedback to administrators and their colleagues. Creating more opportunities for all stakeholders to share feedback would be beneficial. While we have student advisory opportunities, we propose expanding them to include a larger, more diverse student advisory group to voice student concerns and ideas.

Campus Environment and Safety:

LAHS is a beautifully maintained campus, thanks to our exceptional facilities team. The campus is ADA accessible, and recent construction has created safe, technologically advanced spaces. Our fields, tennis courts, and parking areas are well-kept. We have a safe campus environment, with suspensions at an all-time low. Additionally, hundreds of students bike to school, and we provide lockers for skateboards and scooters, aligning with our community's green goals and values.

Promoting Trust, Respect, and Equity:

We aim to build consensus among stakeholders on what it means to demonstrate trust, respect, equity, and professionalism. Once established, these agreements should be shared with both students and staff. A system can be developed to recognize and celebrate those who exhibit these values daily, as well as periodically in a more significant way. It is also important to have materials available in multiple languages across campus, and to create more opportunities for staff and students to build relationships. Helping students understand that everyone comes from different backgrounds and experiences will foster empathy.

Communication and Vision Alignment:

Communication between stakeholder groups could be improved, particularly in relation to aligning the overall programmatic vision with our goals of equity and inclusion. Staff should receive training to implement this vision professionally, in alignment with data-supported leadership strategies.

Commitment to Growth and Equity:

The LAHS staff is committed to understanding how our current efforts are impacting the community, identifying areas for improvement, and building consistent, meaningful structures to institutionalize equitable systems and practices that will enhance our school culture.

Participation and Equity:

School efforts to promote equity extend to ensuring that all students can participate in school events without the burden of financial stress. Event prices have been lowered, and field trip funding has been restructured to alleviate concerns about costs, ensuring equal opportunities for all students. LAHS offers a wide range of extracurricular opportunities, including 109 clubs during the 2023-2024 school year Club Listing. These clubs reflect cultural and diversity interests and provide students with leadership opportunities through organizations like the Associated Student Body (ASB), principal advisory council, and superintendent's advisory panel. Programs such as marching band, robotics, theater, and visual arts also allow students to explore their passions. Assemblies, lunchtime activities, and mentoring initiatives like Jumpstart further enrich the student experience. There are concerns about which students are participating in available opportunities, as racial and socioeconomic disparities persist. Inequalities in sports are particularly notable due to differences in access to financial resources and time, as well as cultural variations in family priorities. Additionally, there are concerns about an entitlement culture, where individuals in all community groups express frustration when normal limits are applied. Building a culture where everyone practices active listening and values diverse input

[LAHS Healthy Kids Survey Report- LAHS 2023-2024:\(p.44\)](#)

[LAHS Club List](#)

is essential.

Staff Conversations and School Culture:

Rich and varied discussions take place when reflecting on how the school culture and environment impact student learning and well-being. However, as a staff, it can be challenging to have vulnerable, solutions-oriented, and student-focused conversations in a safe and consistent manner. Training and structured processes (for both staff and students) on how to share ideas, remain flexible, and adapt when a favored idea is not adopted could benefit the school culture.

Leadership and Communication:

An area for improvement is for leadership to provide more context behind decisions, including explanations of limitations, short- and long-term goals, and which priorities are being focused on and why. There is a desire for initiatives, particularly around equity, to be implemented in meaningful ways and to carry forward with consistency year after year for both students and staff. Careful selection of focus areas and the adaptation of practices so they become ingrained in the school culture or institutionalized through policies is needed.

Disparities in Discipline and Attendance:

Suspensions disproportionately impact certain groups, including English Language Learners, Hispanic students, and students with disabilities. Additionally, many students are frequently tardy to classes, which negatively affects learning (updated data on tardiness is needed).

Accountability and Behavior Management:

Accountability for behavior should occur in the moment or soon after incidents. Once expectations of behavior or conduct are communicated to students, reasonable consequences should follow to address problematic behaviors and promote accountability and safety.

Adopt mottos such as "See something, say something," and consistently follow through on reports of bullying, vaping, graffiti, theft, and fights. Enforce consequences and ensure long-term safety measures are implemented in specific cases. Foster relationships among students from different groups, such as through the Jumpstart mentor program. Provide bilingual liaison and interpreting support, and measure effectiveness using parent feedback forms. Establish a subcommittee of diverse adults and students to focus on school climate and safety, such as the former SSMILE committee.

E3: Academic, Social-Emotional, and Multi-tiered Supports

Balancing High Expectations and Wellness

High expectations and wellness can coexist for all students. There is research-based evidence that supports achieving this balance, and our group proposes that LAHS implement these strategies. It is important to recognize that wellness looks different for each individual. When evaluating our current system, we should consider how proactive Social-Emotional Learning (SEL) efforts are prioritized compared to reactive wellness efforts and assess the effectiveness of our strategies.

Multi-Tiered System of Supports (MTSS)

Our district has adopted the MTSS model, which consists of three tiers: tier one involves universal interventions, tier two includes small group support, and tier three focuses on one-on-one assistance. However, not all stakeholders are clear on the definitions or which services fall under the various tiers.

Currently, SEL and wellness efforts are largely focused on tier two and three, with very little attention given to tier one. What is labeled as tier one often requires students to opt in, rather than being universally provided. This lack of broad education and tiered implementation of SEL and wellness fosters the misconception that wellness is only for those who are struggling, in crisis, or unable to manage on their own. As a result, there is an over-enrollment of students in individual therapy and because limited options are available. We have opened up our wellness center, Eagle Escape, that has become another option for students to self-regulate or obtain more support.

Student Study Team (SST)

The SST process has been revised for this school year. Information has been shared with the staff about the process. We are creating a consistent approach with data collection and feedback from all constituents. The addition of having an administrator become the SST coordinator helps with the consistency and tracking of the overall process. Across the tiers, there are limited intervention options, which makes it difficult to individualize plans for students. Additionally, there can be an equity issue in how quickly the process moves and which challenges are addressed, depending on whether parents initiate requests for support or whether the needs are internally identified. The lack of tier two interventions across the board exacerbates this issue. Without a broad range of tier one options for SEL and wellness, it is impossible to individualize responses.

Addressing Drug and Alcohol Abuse

There has been a Fentanyl awareness presentation and follow-up ACT training for students. The Healthy Kids survey results highlight the need for better support in fostering adaptive coping strategies rather than maladaptive ones. The wellness center and support offered during ASAP via our wellness center coordinator and clinicians has helped in this area. We continue to look for Spanish speaking options for support around this concern.

Support for All Students

The district does well in supporting high-achieving students with special talents, such as future chess champions, and severely struggling students receive significant attention and services. However, the majority of students fall somewhere in the middle of these two extremes. Currently, 9.6% of the district's students are in Special Education, while 6.9% are English Language Learners. There may also be a need to expand Career Technical Education (CTE) pathways, such as yearbook production, robotics, design and fabrication, and computer science, to ensure all students have access to these opportunities.

Tiered Interventions

In the first tier, all students receive general information on how to access support and resources. Students received tours of the wellness center and how to access it. In the second tier, students who need additional support are identified. There have been limited interventions for the students in between. Last year, support groups were offered, where students either self-selected or were recommended by staff.

[MTSS Models from MVLA site](#)

[Wellness Center](#)

[Naloxone Training Flyer](#)

In the third tier, students receive one-on-one support. There is potential to use ACT (Academic Collaboration Time) to deliver tier two interventions, addressing both academic and social-emotional needs. Parents also need more information and education about the tiers and how they are accessed, as there is confusion about how students move through the different levels of support. There is a Wellness tab that will be added to our website this year to explain the different types of support and how to navigate the system. There is also information on the district webpage around these channels.

Supporting High-Performing Students and Broadening Post-Secondary Pathways

High-performing students are well-supported by a solid structure of services, which fosters self-advocacy. Students are invited to speak with administrators, and lunchtime activities are available, although participation varies. While various post-secondary pathways are promoted, not all are selected by students. This year's course selection process followed a tier one approach, with all students receiving a presentation and one-on-one meetings to select their courses. However, this process prevented students from receiving tier two and important tier three interventions from school counselors during the third quarter. To support student well-being, LAHS has implemented several resources, including the College & Career Center, Tutorial Center, and the Wellness Center. The Wellness Center, now part of the school's popular Eagle Escape program, has seen significant usage since its inception, with 1,474 students utilizing the center. These services provide comprehensive support, ensuring that students' mental health and academic needs are met. New students, particularly those from English Learner Development (ELD) populations, are supported by dedicated counselors, helping them adjust to their new environment.

MTSS Implementation and Staff Buy-In

The MTSS model should hypothetically allow more time and resources to support the lowest-performing students, including English Learners, students with disabilities, and those from socioeconomically disadvantaged backgrounds, according to the CA Dashboard. To make this possible, it is crucial that staff, administration, and district leadership fully buy into the MTSS process. Our school has yet to receive training on this model, and it is essential that we ensure all stakeholders are on the same page. A shared understanding of what success looks like and clear criteria for evaluating our programs are needed to move forward effectively.

[Wellness Center](#)

[Mental Health & Wellness](#)

- Wellness Center U...
- Wellness Center U...
- Copy of Resource ...
- ✚ Updated Quick Re...

[MTSS Counseling Model](#)

[CTE Pathways](#)
[CTE Career Guide](#)

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Areas of Strength

Robust resources within our district and school support students across academic & behavioral (social & emotional) domains.

The LAHS staff is passionate and dedicated. A desire among all staff to support students in their development as kind, considerate, resilient individuals both in and outside of the classroom. Our staff does a fantastic job maintaining facilities and school grounds are well-maintained creating a safe and positive place for learning. Positive sentiment towards the school and relationships built with colleagues. We have funding for a variety of clubs, activities, and sports for students to be engaged in the community. Abundant support for Spanish-speaking students and parents.

Areas of Growth

Transparency and collaboration regarding decision-making between administration, students, staff, and community. Communication with community groups and stakeholders.

Make wellness for staff and students more than just a buzzword by reducing workloads, creating realistic expectations, and supporting work-life balance. Respect staff by having strong intervals of communication, create a climate and culture of open-dialogue, trust, growth-mindset. Look at our systems and structures and how they support our wellness philosophies and ideas. Implement a Comprehensive Wellness Plan that provides students with skill-building.

Accountability of students overall. Consistent accountability for students around: vaping, academic integrity, and other behavioral concerns. Currently we lack accountability in alignment with promoting the traits of our vision, LAHS RECS and MVLA graduate profile.

Prioritized Areas of Growth Needs from Categories A through E

Summary of the Focus Group Findings - Areas of Strength and Areas of Growth

Strengths				
Focus A: Organization, Vision, Purpose	Focus B: Curriculum	Focus C: Learning / Teaching	Focus D: Assessment / Accountability	Focus E: Culture / Resources
We have a committed, engaged, collaborative and professional staff who enjoy working with each other. The collaboration present in course teams and departments is a key part of our school success and has been working well in improving student performance and experience.	Teacher collaboration time and alignment	Horizontal alignment among course teams	Equitable assessment practices: Variety of assessment types, many revisions / retakes / corrections opportunities	Resources our school provides for student support across academic & behavioral (social & emotional) domains. Such as CHAC and on-campus therapists and psychologists. Library and Media, Tutorial Center, College & Career Center, Wellness Center.
We are a well funded and resourced site and the resources (both district and external sources like PTSA) are overall used well towards specific programs that directly benefit staff & students (through well maintained facilities, well chosen support from PTSA, Teacher Grants to enhance learning etc.)	Great Breadth of Class options - elective, A-G, CTE	The MVLA school district and MVLA Foundation provide plentiful resources for quality instruction, including materials and professional development.	Course teams efforts to align and calibrate to ensure equitable experiences for students	The LAHS staff is passionate and dedicated. Desire among all staff to support students in their development as kind, considerate, resilient individuals both in and outside of the classroom Our staff does a fantastic job to maintain facilities and school grounds are well-maintained creating a safe and positive place for learning. Positive sentiment towards the school and relationships built with colleagues.
The District's Curriculum Institute funding is an area of strength and is used effectively to support teacher learning and improvement of our overall program.	Creation/Expansion of ELD into more mainstream college placement courses.			We have funding for a variety of clubs, activities, and sports for students to be engaged in the community. Abundant support for Spanish-speaking students and parents.

Growth Areas				
Focus A: Organization, Vision, Purpose	Focus B: Curriculum	Focus C: Learning / Teaching	Focus D: Assessment / Accountability	Focus E: Culture / Resources
There is a desire for a more collaborative decision making process with better communication between stakeholder groups. Decisions should be based on more clearly defined data. The LT can be used more effectively as part of the decision making process earlier on.	Transition of ELD students into CP classes, along with modification of delivery & content to meet their needs and improve student outcomes	Teachers in all subject areas will continue to develop the ways they support English Language Learners and Special Education students, especially as they are mainstreamed beginning in the 2024-25 school year.	Everyone needs help learning how to access and analyze data <ul style="list-style-type: none"> ◦ We need a data analyst! 	Transparency and collaboration regarding decision-making between administration, students, staff, and community. Communication with community groups and stakeholders.
Professional Development plans need to be developed more collaboratively between the District and Site. Need to develop more long term (multi-year) collaborative plans for PD for all staff (Classified and Certificated) where both district and site goals work in tandem.	Articulation of vertical alignment of standards/ skills. Work with partner schools → post secondary options - through LAHS to better support all students	Clarify commitment to alignment. Departments need to continue their conversations around vertical alignment to ensure that each successive course builds appropriately from the prior one. The school also needs to continue facilitating conversations about vertical alignment with middle schools.	Making data-driven decisions where the data is not clear to staff, not only on group such as the admin team/District Office team	Need to look at our systems and structures to make wellness for staff and students more than just a buzzword by reducing workloads, creating realistic expectations, and supporting work/life balance. Implement a Comprehensive Wellness Plan that provides students with skill-building.
More support and training for staff to support new ELL integration/program changes	Growth of CTE while meeting A-F UC credit requirements	Need for not just looking at overall data, but specifically data of success of sub categories of students - our most critical learners. They can get lost when we look at overall data.	Inconsistency of application / practices Not sure if this really fits in our section but it came up: Students are not being held accountable for their decisions	Accountability of students overall. Consistent accountability for students around: vaping, academic integrity, and other behavioral concerns. Lack of shared focus promoting our vision, LAHS RECS and MVLA graduate profile.

CHAPTER 4

Summary from Analysis of Identified Major Student Learner Needs



CHAPTER 4: Summary from Analysis of Identified Major Student Learner Needs

Our analysis of our programs confirms our identified student learner needs identified below:

- a. English learner students and students with disabilities are not meeting ELA and math standards across the grades compared to other students groups.
- b. Feedback from parents and students indicates more students need to meet college and career readiness indicators, especially in 11th and 12th grades.
- c. Students and parent surveys reflect the need to enhance school connectedness and outreach so that students believe that adults in the school care about their learning and about them as individuals.

As a result of our self study findings, the following three schoolwide growth areas for continuous improvement were identified and will be prioritized.

1. COLLABORATION

Enhanced Collaboration and Communication Amongst all Stakeholders

1. Need for improved inclusion in decision-making processes among staff, students, parents, and community members.
2. Desire for more effective use of Leadership Teams (LT) in early decision-making stages and regular input collection from stakeholders.
3. Clarification of systems and organizational chart for better vertical alignment and articulation among staff, administration, and district to support vision and goals.
4. Need for improved communication among staff, students, parents, and community members.

2. SUPPORT STUDENT LEARNING

Effective Professional Development & Pathways to Success

Evidence and Data: Effective Professional Development

1. Need for collaborative development of professional learning plans between district and site priorities with significant teacher/staff input.
2. Emphasis on multi-year professional development plans for certificated staff that align district and site goals.
3. Requirement for targeted professional development for classified staff, particularly our instructional assistants, designed in collaboration with them.
4. Support needed for the integration of new English Learners (EL) and program changes, along with more co-teaching class options.
5. Training on using data to inform equitable assessment practices and support EL and special education students.

Evidence and Data: Pathways to Success

6. Clear articulation of pathway options and connection to post-high school careers needed for students in counseling and other support services.
7. Focus on increasing A-G completion and Career Technical Education (CTE) pathways completers, especially for critical learner groups like EL and special education students.

3. CULTURE

Cultural and Community Building & Improving Staff Culture and Community Building

Evidence and Data: Cultural and Community Building

1. Addressing systems causing student unwellness, feeling disconnected, or invisible.
2. Leveraging Multi-Tiered System of Supports (MTSS) and the Graduate Profile to promote equity and inclusion.
3. Increasing student and family representation in school activities, clubs, and leadership decisions through better communication platforms like ParentSquare.
4. Establishing clear organizational structures for stakeholder involvement in various school activities.
5. Developing systems to promote healthy choices, attendance, and academic integrity among students.

Evidence and Data: Improved Staff Culture and Community Building

6. Need for greater staff involvement outside the classroom and more accessible school/classroom supplies to support students.
7. Commitment required from staff to uniformly share important resources and model healthy choices for students.
8. Staff training on the use of school platforms and a commitment to framing and articulating the LAHS RECS and Graduate Profile.
9. Training in restorative practices and justice to ensure fair and equitable enforcement of school rules.

Chapter 5: Schoolwide Action Plan/SPSA

Los Altos High School Action Plan 2024/2025

Table 1. Schoolwide Growth Areas and Alignment with LCAP and SPSA.

Our major areas of focus were Collaboration, Support Student Learning, and Culture. These arose out of our identified areas of growth and were distilled down into the 7 main growth areas seen in the table. Clicking on each growth area leads to a document that demonstrates the alignment between these goals and our SPSA/LCAP goals.

Identified Areas for Growth (Click on links to see alignment with LCAP/SPSA)	Collaboration	
	CO.1.	<u>Enhancing Professional Learning (PL) and Collaborative Practices for Improved Educational Outcomes</u>
	CO.2.	<u>Design a More Robust System by Which all Stakeholders of the LAHS Community Feel Included and Heard on Major Schoolwide Decisions</u>
	Support Student Learning	
	SSL.1.	<u>Foster an Environment Where All Students Can Achieve Success. Including Exploring Alternative Curriculum/Career Pathways</u>
	SSL.2.	<u>Construct Multi-Tiered Systems of Support (MTSS) that Promote Equity and Inclusion for Improved Educational Outcomes</u>
	Culture	
	CUL.1.	<u>Develop a Streamlined System for Communicating More Effectively with the Entire LAHS Community (Staff, Students, Parents, and Community)</u>
	CUL.2.	<u>Create Systems that Allow Students and Staff to be More Involved in School Culture</u>
	CUL.3.	<u>Construct Multi-Tiered Systems of Support (MTSS) that Build Social-Emotional Skills and School Connectedness</u>

Table 2. Los Altos High School Action Plan

During our self study it became clear that an overarching concern was with our critical learner groups. Specifically, we want them to succeed in all facets of high school. We decided to create the major action item seen below. We believe working on the five tasks shown within the table, will feed into achieving this major action item. Furthermore, we have coded these five tasks back to our identified growth areas from **Table 1**.

Create a System by which all Students Succeed with an Emphasis for our Critical Learner Groups such as Multilingual Learners and Students with Special Education Services					
Major Action Item					
Tasks to Support Major Action Item	Persons Involved	Resources	Timeline	Methods to Assess, Monitor and Report Progress	Relation to Schoolwide Growth Areas
Course Team collaboration with a focus on multilingual and special education student success	Teachers Administration Dept. Coord. ELAC	Shared Preps CI support ELD TOSA Common Prep	2024-2025 with ongoing semester data check	-Monitor ELPAC Grades -Enrollment in AP or Honors classes -Semester grade data -Coordinator meeting agenda and notes/Course team meeting notes	CO.1 SSL.1 SSL.2
Develop and share an ongoing professional learning plan that focuses on strategies to aid in the success of our critical learners	PLPC Teachers Principal	CI support IST ELD TOSA CM Training	Ongoing annually	Creation of Plan Plan Shared with Staff	CO.1 CO.2
Clearly articulate horizontal content and grade level vertical skills alignment between CP, Honors, and AP levels of courses to all of our students to create a clear roadmap from grades 9-12.	Teachers Course Teams Coordinators Administrators	Common prep CI support PD	May 2026 with ongoing revision to optimize	Reduced # Drop/Add Student grades AP test scores and grade alignment Department Meeting Notes Coordinators Creation of one-pagers Student grades CAASPP scores Student surveys Course team notes Coordinators	CO.1 SSL.1 SSL. 2
Develop a clear, systems-driven course selection process that includes electives fair and comprehensive student course selections that are individualized	Administrators Counselors Teachers CTE teachers CTE Program Specialist		Nov 2024 with ongoing revisions to optimize	Course drops #s Student enrollment in electives classes Creation of one-pagers	SSL.1

based on students goals and interests					
Create a culturally responsive, inclusive, and spirited school culture that uplifts Latino and SpED students while promoting overall school pride and community engagement among both staff and students	Teachers Administrators Athletic Director Activities Director Counselors Classified Staff Leadership Team	Leadership Meetings Common Preps PD	2024-2026	Leadership Meeting agenda/notes Coordinator Meeting agenda/notes Staff Meeting agenda/notes Attendance Healthy Kids Survey Grades Tardy data Athletic Data	CUL. 1 CUL. 2 CUL. 3

Table 3. Near-Term Action Items

Below are listed a number of more defined tasks, envisioned as being more near-term, that will support the above action plan. Although the list is extensive, we want to utilize our Leadership Team as a decision-making body to prioritize these tasks. We are under no illusions that all of these tasks can be completed this year, but we will update in May 2025.

Tasks to Support Major Action Item	Persons Involved	Resources	Timeline	Methods to Assess, Monitor and Report Progress	Relation to Schoolwide Growth Areas
Increased co-teaching sections to support students with IEPs	Teachers SpED director Principal Coordinators Current co-teachers	Shared Preps via Master Schedule Co-teaching PD SpED Coordinator	Aug 2024 and ongoing where applicable	Grades # of students in mainstream classes Master schedule Grade data Course team notes	SSL.2
Develop and implement additional Tier 1 SEL strategies (such as WOW week)	Teachers AP for Wellness All Administrators Coordinators MVLA Wellness Coordinator	Coordinator meetings Leadership meetings Graduate Profile PD on school platforms PD on restorative practices Sown to Grow	2024 and ongoing	Healthy Kids Survey Attendance data Tardy data Coordinator meeting agenda and notes Wellness and referral data	CUL.3
Increase Student & Family Engagement & Representation at meetings and school events Outreach to ALL students to increase representation	Leadership Team Student Government Athletic Director EL Coordinator Coordinators All staff will play a role in this	Planning Time Collection and review of data	2024 and ongoing	Increase in student & family participation in clubs, activities, athletics & leadership Measure attendance at extracurricular events in order to monitor trends Increased representation of diverse backgrounds in student leadership & classrooms	CUL.1
Evaluate current MTSS strategies that have been employed	Teachers Administration Students Wellness Dir.	Time to create feedback vehicles	Oct 2024	Collect feedback on WOW! (Week of Welcome) Assess initial efficacy of expanded co-teaching Student/Staff surveys	CO.1 SSL.2 CUL.3

Create a suggestion form for students and staff	Administration ASB/SCL Students	Planning time to create forms	Oct 2024	Form appears in Eagle News, Eagle Connect Poster, and student/staff links	CO.2 CUL.1
Create more diversity and greater numbers on Site Council	Administration Current Site Council Members	Advertisement Active recruitment	Nov 2024	Observed increase in numbers of participants (esp. Students and parents)	CO.2 CUL.1 CUL.2
More Detailed Notes at LT/Coordinator Meetings	LT Co-Chair WASC Coordinator	AI tools 2 Notetakers	Nov 2024	Comparison of Notes	CO.1
Evaluate current change to course selection process and optimize for next cycle	Students AP Counseling Teachers Leadership Coordinators Administration	LT meetings AP mAster schedule time to evaluate data	Dec 2024	# Drops/Add Student survey Staff survey	CO.2 SSL.1
In all content areas, with an emphasis on CTE, provide more connections between course curriculum and potential career opportunities	Teachers CTE Coordinator CTE Program Specialist Work-Based Learning Coord. AVID PEAK Coord.	Coordinator meetings Department meetings	Jan 2025 and ongoing	Student survey Parent survey CHKS	SSL.1
Devise a system by which Leadership Team serves as an effective conduit between staff and administration to advise on schoolwide decisions	Coordinators Leadership Team Teachers Administrators	Leadership Team meetings Leadership Team retreat on 1/30/25	Feb 2025	Staff surveys Leadership/Coordinator's Meeting Feedback Time set aside in meetings for any member to bring up potential agenda items Process Checklist for decisions deemed to need large stakeholder input	CO.2
Recruit/Create a staff group that plans fun events around PL	Teachers Activities Director	Time set aside for planning activities	Mar 2025	Event Calendar	CUL.2

days and after school (ex.SSMILE)					
Create a more robust AVID/LUCHA partnership	AVID Coordinator LUCHA organizer	Meeting time for AVID/Lucha organizers	May 2025	Meeting Notes	CUL.1
Improve articulation between Gen. Ed. teaching staff and SpED department about the role of IA's in the classroom	IA's Teachers SpED Director Coordinators Administration	Description of the responsibilities/role of an IA role in a classroom versus the role of a 1:1 aid in a classroom	May 2025	Survey of teacher and IA's with emphasis on improvement of working relationship and clear idea of the role IA's play in classroom	CO.1
Establish an LT, teacher-led sub committee to organize teacher-to-teacher observations.	Leadership Team Teachers	LT Meeting Time Time for sub-groups to meet	May 2025	LT Agenda Meeting Notes Sub-Group Meeting Notes	CO.2 CUL.2
Create an AVID/EL department partnership	EL teachers AVID teachers ELD TOSA	PL time for departments to organize	May 2025	Meeting Notes	CO.1 SSL.2 CUL.2
Make a concerted effort to train all staff on what MTSS is and how to implement it in the classroom.	PLPC Principal Coordinator's IST	Staff Meetings MTSS PL Opportunities APPLS (IST)	May 2025	Staff Meeting Slides	SSL.2
Create a designated seat for wellness staff member on the LT team (social workers, mental health specialist, etc.)	Leadership Team Discussion and Approval	Special Election	May 2025	Leadership Team notes Wellness staff member representing wellness added to Leadership Team	CO.1 CO.2 CUL.3
As part of school-wide staff training on MTSS, engage in a self-assessment activity to demonstrate what we currently	All Staff	Staff Meeting Time	Aug 2025	Visual document that demonstrates findings and highlights strengths/growth areas with respect	CO.1 SSL.2 CUL.3

provide across domains in each tier and identify areas for enhancement.				to current MTSS implementation IST Slide Deck Here	
Discuss the possibility of a required semester-long wellness class for all freshmen with Leadership Team, based on preexisting curriculum from Positive Psych/Happiness Studies.	Leadership Team	Paired with Health Paired with Ethnic Studies	Aug 2025	Proposal Taken to District Representative Class approved Student Response to Class Attendance/Tardy Data	SSL.1 CUL.3
Create a LAHS Staff Handbook	Administration Coordinators Leadership		Aug 2025	Final publication of LAHS specific handbook	CUL.2

APPENDIX



Appendix

Include hyperlinks to relevant evidence:

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link
- B. [California School Dashboard Summary performance indicators](#)
- C. [Results of student questionnaire/interviews](#)
- D. [Results of parent/community questionnaire/interviews](#)
- E. [The most recent California Healthy Kids Survey Summary Results](#)
- F. [Master schedule](#)
- G. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- H. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- I. Additional details of school programs, e.g., online instruction, college and career readiness programs, partnership academies, IB, AVID
- J. [School accountability report card \(SARC\)](#)
- K. [Graduation requirements](#)
- L. Summary of School Budget
- M. [Glossary of terms unique to the school](#)
- N. [Additional School data considered in self study](#)
- O. Any additional local data.