Los Altos High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Los Altos High School
Street	201 Almond Ave.
City, State, Zip	Los Altos, CA 94022-2206
Phone Number	650.960.8811
Principal	Tracey Runeare
Email Address	tracey.runeare@mvla.net
School Website	https://lahs.mvla.net/
Grade Span	9-12
County-District-School (CDS) Code	4369094334116

2025-26 District Contact Information

District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Eric Volta
Email Address	Eric.volta@mvla.net
District Website	www.mvla.net

2025-26 School Description and Mission Statement

Los Altos High School (LAHS) Mission Statement: Create systems by which all students succeed with an emphasis for our critical learner groups such as multilingual learners and students with Individualized Education Plans.

LAHS is a comprehensive public school situated in the heart of Silicon Valley and currently serves approximately 2,200 students (CBEDS Oct 2025). Our attendance boundaries include residential, light industry, high technology and retail districts of the cities of Mountain View, Los Altos, Los Altos Hills and a small section of Palo Alto. We are a Basic Aid District, as our local property tax base still exceeds the State revenue limit.

2025-26 School Description and Mission Statement

Our students are socioeconomically, ethnically, linguistically and culturally diverse. Los Altos High School provides rigorous academics through an excellent comprehensive academic program. Students take college preparatory (CP) classes and over a third of our students take a wide range of honors and AP courses. LAHS offers CTE courses in Engineering, Computer Science, Culinary Arts, Digital Communications, and Fashion Design. Students take a range of courses in the visual and performing arts and participate in award-winning programs throughout the arts curriculum. 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 college preparatory 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. In the past two years, there has been a shift towards ensuring that 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. Our athletics program serves more than half of the student body and has been highly successful in both League and Section Competitions. Numerous student clubs, an active Associated Student Body (ASB) and School Community Leaders class (SCL) along with a strong yearbook team and an award-winning student newspaper provide students many options for personal growth and engagement outside the classroom.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	558
Grade 10	505
Grade 11	560
Grade 12	547
Total Enrollment	2,170

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	48.8
Non-Binary	1
American Indian or Alaska Native	0.2
Asian	28.7
Black or African American	0.6
Filipino	1.8
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10.6
White	29.6
English Learners	8.7
Homeless	1.4
Socioeconomically Disadvantaged	18.9
Students with Disabilities	9.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	107.3	94.91	225	93.75	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.69	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	1.05	2	0.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.6	1.44	5	2.1	11953.1	4.28
Unknown/Incomplete/NA	2.9	2.59	6.2	2.62	15831.9	5.67
Total Teaching Positions	113.1	100	240	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	108.2	92.6	223.7	93.58	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	0.85	1.9	0.83	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	1.62	2.8	1.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	0.83	3.6	1.52	11746.9	4.23
Unknown/Incomplete/NA	4.7	4.09	6.8	2.85	14303.8	5.15
Total Teaching Positions	116.9	100	239	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	109.5	96.77	221.9	94.65	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	0.88	2.8	1.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	1.01	12112.8	4.34
Unknown/Incomplete/NA	2.6	2.35	7.2	3.11	13705.8	4.91
Total Teaching Positions	113.2	100	234.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0	0
Misassignments	0.40	1.8	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	1.8	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.60	0.9	0
Total Out-of-Field Teachers	1.60	0.9	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.3	2.3	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	1.2	0.1

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent	0
Mathematics	Excellent	0
Science	Excellent	0
History-Social Science	Excellent	0
Foreign Language	Excellent	0
Health	Excellent	0
Visual and Performing Arts	Excellent	0
Science Laboratory Equipment (grades 9-12)	Excellent	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The safety, cleanliness and adequacy of the school facility are of the highest priority. Our facilities are maintained by a professional and committed custodial and maintenance staff that addresses immediate and longer-term maintenance and facilities needs. We provide safe, clean, high quality classrooms and work spaces for all students and staff. We are continuing to add facilities and renovate/update current facilities and recently completed an update to our cafeteria kitchen. A future project, in the next two years, is an update to our large gymnasium.

Year and month of the most recent FIT report	December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	76	79	77	78	47	48
Mathematics (grades 3-8 and 11)	67	69	65	67	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	557	510	91.56	8.44	78.82
Female	291	265	91.07	8.93	83.77
Male	260	241	92.69	7.31	73.03
American Indian or Alaska Native	--	--	--	--	--
Asian	168	155	92.26	7.74	94.19
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	136	123	90.44	9.56	52.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	68	93.15	6.85	85.29

White	163	147	90.18	9.82	80.27
English Learners	35	27	77.14	22.86	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	90	90.91	9.09	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	52	89.66	10.34	48.08

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	557	516	92.64	7.36	68.80
Female	291	268	92.10	7.90	63.81
Male	260	244	93.85	6.15	73.77
American Indian or Alaska Native	--	--	--	--	--
Asian	168	156	92.86	7.14	93.59
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	136	128	94.12	5.88	28.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	68	93.15	6.85	82.35
White	163	147	90.18	9.82	73.47
English Learners	35	32	91.43	8.57	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	99	91	91.92	8.08	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	52	89.66	10.34	28.85

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	66.93	56.58	64.86	60.71	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	537	486	90.50	9.50	56.58
Female	265	232	87.55	12.45	57.33
Male	257	240	93.39	6.61	55.00
American Indian or Alaska Native	--	--	--	--	--
Asian	147	132	89.80	10.20	74.24
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	146	130	89.04	10.96	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	67.74
White	189	172	91.01	8.99	63.37
English Learners	25	20	80.00	20.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	83	87.37	12.63	26.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	54	85.71	14.29	16.67

2024-25 Career Technical Education Programs

In Mountain View Los Altos Union High School District, in just 3 years, we have expanded our Career and Technical Education (CTE) offerings from 4 to 8 of the 15 industry sectors recognized in California. Within those sectors, we have grown from 8 pathways to a total of 19 districtwide. For the 2025–2026 school year, we added a new pathway at Los Altos High School in Fashion and Interior Design. In addition, we are in the planning stages for Agri-Science and Sports Medicine pathways, which are slated to launch in 2026–2027 pending board approval.

Alongside this growth, we continue to prioritize Dual Enrollment in partnership with Foothill College through our CCAP agreement. This year, we are offering 26 dual enrollment courses districtwide, 12 of which are directly tied to CTE. One highlight is our Commercial Art Pathway, where students can complete a sequence of courses that earns them a 14-unit Certificate of Achievement in Graphic Design from Foothill College, fully transferable toward an AA degree which then matriculates to a BA and many of our UCs and CSUs.

To strengthen our work, we are proud recipients of the CCAP Dual Enrollment Opportunities Grant (Round 2), which supports new articulation efforts, particularly in our Business Management Pathway. As part of this pathway, we are also launching Future Business Leaders of America (FBLA), a Career Technical
Student Organization (CTSO) that will give students hands-on leadership, competition, and networking opportunities aligned with business careers. Our additional focus this year is on expanding access to industry-recognized certifications and strengthening pathways following recent personnel transitions.

2024-25 Career Technical Education Programs

We also continue to celebrate signature programs that showcase the depth of MVLA CTE. Our award-winning Robotics Pathway competes at the highest levels and has earned numerous distinctions. Our Culinary Pathway leads community engagement through events such as "Feed Me Fridays," and this year will host our CTE Industry Partner Celebration with a gourmet brunch and tours of our classrooms and facilities. At Freestyle Academy, students in the Arts, Media, and Entertainment sector pursue four unique pathways integrated with English courses, creating an immersive industry-aligned high school experience, and our Animation Pathway is now dual enrolled.

At Alta Vista High School, our continuation school, we have expanded CTE exploratory offerings from 4 to 6 industry sectors this year, thanks to our GSPP Grant award, and are implementing our first dual enrollment English 12 course—the first such course offered at any of our three high schools.
Finally, we continue to strengthen partnerships with the South Valley Metropolitan Education District, our regional ROP, through an MOU that allows MVLA students to access pathways not currently offered within the district, such as Fire Science, Construction Trades, and Electric Vehicle Automotive Technology. To sustain and expand these opportunities, we actively pursue additional funding through competitive grants.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	656
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	97.05
Graduates Who Completed All Courses Required for UC/CSU Admission	82.28

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94	95	95	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Los Altos High School has numerous active parent groups who help to create an atmosphere of academic excellence and who support an array of extra curricular activities that students have come to expect at LAHS. The Los Altos Parent Teacher Student Association (PTSA) provides a wide variety of services to the school, including a strong parent volunteer group. They support us with critical assistance and many other special projects, such as distributing pizza at lunch, teacher hospitality, Writer's Week, STEAM Week, and parent education seminars.

LUCHA is a Latino parent group whose purpose is to inform, assist and educate Latino parents and parents of English Language Learners about the educational system and their role in the academic lives of their children. Themes such as graduation requirements, the college entrance process, high school and college exams, community services, financial aid and how to communicate with and have access to teachers, counselors and administration at LAHS are discussed. LUCHA also provides these families with opportunities to provide input on school programs. Our English Language Learner students, the engagement of the Latino community via LUCHA is a school-wide priority.

The Los Altos High School Athletic Boosters Club is made up of parents, staff and community members. Booster Club funds come mainly from membership dues and fundraisers that supplement the needs of our athletics teams, facilities, and overall program.

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

LAHS School Site Council (SSC) made up of students, parents, teachers, and administrators. The SSC is designed to support school improvement through our WASC goals and action plan. Annually, this group supports the school in providing feedback, input and approving our Single Plan and our Safety Plan.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.1	2.9	1.8	3.3	2.6	3	8.2	8.9	8
Graduation Rate	95.7	94.2	96.9	93.9	93.9	94.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	544	527	96.9
Female	268	261	97.4
Male	261	251	96.2
Non-Binary	15	15	100.0
American Indian or Alaska Native	--	--	--
Asian	146	145	99.3
Black or African American	--	--	--
Filipino	13	13	100.0
Hispanic or Latino	146	137	93.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	33	33	100.0
White	197	190	96.4
English Learners	46	39	84.8
Foster Youth	--	--	--
Homeless	11	7	63.6
Socioeconomically Disadvantaged	138	129	93.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	68	64	94.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2260	2206	233	10.6
Female	1125	1104	114	10.3
Male	1113	1080	116	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	639	628	36	5.7
Black or African American	13	13	1	7.7
Filipino	41	41	4	9.8
Hispanic or Latino	654	629	115	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	233	229	14	6.1
White	665	651	60	9.2
English Learners	214	202	61	30.2
Foster Youth	--	--	--	--
Homeless	42	42	15	35.7
Socioeconomically Disadvantaged	486	472	90	19.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	246	237	61	25.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.12	0.5	1.02	1.97	1.1	1.22	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.80	0.00
Male	1.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.47	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.30	0.00
English Learners	3.74	0.00
Foster Youth	0.00	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	3.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

1. Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:
Assessment of school crime committed on school campuses and at school-related functions
Child abuse reporting procedures
Disaster procedures
Suspension and expulsion policies
Procedures to notify teachers of dangerous pupils
Discrimination and harassment policies
Schoolwide dress code policies
Procedures for safe ingress and egress
Policies enacted to maintain a safe and orderly environment
Rules and procedures on school discipline
Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.mvla.net.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	53	45	1
Mathematics	20	55	46	2
Science	28	7	66	1
Social Science	24	24	63	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	42	45	7
Mathematics	21	43	47	9
Science	30	3	63	5
Social Science	28	16	61	6

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	48	40	8
Mathematics	26	30	44	9
Science	30	3	55	7
Social Science	29	10	67	10

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	229.78

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$32,915	$996	$21,904	$177,080.53
District	N/A	N/A	$9,728	$170,536
Percent Difference - School Site and District	N/A	N/A	77.0	3.8
State	N/A	N/A	$11,146	$113,595
Percent Difference - School Site and State	N/A	N/A	65.1	43.7

Fiscal Year 2024-25 Types of Services Funded

Our district offers a comprehensive program of services that is designed to accommodate students with a variety of needs. We have a strong academic program and many different support services for students. To provide all students the opportunity to complete high school and to be prepared for post- secondary education, training and work experience, MVLA operates a variety of alternative programs, each one designed to cater to the needs of a particular group of students. We provide a wide array of alternative programs which include among others College Now, Middle College Program, Alta Vista Continuation High School, and Freestyle High - Academy of Communication Arts and Technology. LAHS offers AVID courses at each grade level to support a college-going culture at our school for all students.

Over the last two years, MVLA has developed a comprehensive Wellness Program that supports students' emotional and behavioral needs. We have a full-time Wellness Center coordinator and three full-time therapists to our staff to address the increasing needs of our students. We also contract with local community mental and physical health agencies to supplement our staff. PIQUE (Parent Institute for Quality Education) also conducts annual parent education group sessions. This group also provides parent education around issues of wellness and mental health in collaboration with the parent speaker series funding by the MVLA Foundation. LAHS has a full time community coordinator and a full time ELD secretary to welcome multilingual

Fiscal Year 2024-25 Types of Services Funded

students and families, conduct ELPAC testing, facilitate ELAC and LUCHA meetings, as well as translate for monolingual staff members. Additionally, funds provided to run the school. These expenditures are integral to maintaining the overall quality and functionality of our educational environment, supporting our commitment to providing a comprehensive and well-rounded education for all students, including:

Administrative and Operational Costs: Salaries and benefits for administrative staff, maintenance personnel, and other non-instructional staff.

Utilities, facilities maintenance, and repairs to ensure a safe and conducive learning environment.

Transportation: Costs associated with student transportation, including bus maintenance, fuel, and driver salaries.

Specialized Programs: Funding for specialized programs such as athletics, extracurricular activities, and elective courses that fall outside the scope of the LCAP.

Technology and Infrastructure: Investments in technological infrastructure, including hardware, software, and IT support that are not
specifically addressed in the LCAP but are crucial for daily operations and student learning.

Health and Safety: Health services, including school nurse salaries and health supplies, which ensure the well-being of students and staff.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$101,947	$67,238
Mid-Range Teacher Salary	$162,224	$106,841
Highest Teacher Salary	$192,641	$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$167,233
Average Principal Salary (High)	$261,966	$193,950
Superintendent Salary	$362,748	$314,304
Percent of Budget for Teacher Salaries	31.63%	29.51%
Percent of Budget for Administrative Salaries	5.18%	4.87%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	55.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	9
Fine and Performing Arts	2
Foreign Language	8
Mathematics	16
Science	31
Social Science	40
Total AP Courses Offered Where there are student course enrollments of at least one student.	106

Professional Development

Professional Development at LAHS supports our WASC goals, and includes best instructional practices training through EL Achieve! Constructing Meaning (a district-wide initiative). The current focus has been on sharing teaching strategies through peer observations.
The outcomes of the peer observation and related professional learning activities are:
* Increase awareness of effective instructional practices by observing colleagues and identifying strategies that support academic language development and engagement
* Build shared understanding of language-support strategies and identify alignment with course content needs
* Apply a selected strategy in lesson design, increasing consistency and intentionality of scaffolds across the department
* Teachers analyze impact of the strategy on student learning and engagement, informing adjustments to practice
* Staff gain visibility into effective practices across departments, promoting school wide collaboration and consistent support for all students

We have a highly professional and dedicated staff. Individual teachers, teams of teachers, entire departments and other interdisciplinary groups of teachers work together on site, attend courses and workshops and work toward advanced degrees and National Board Certification on an ongoing basis. These professional growth activities are directly tied to the MVLA LCAP goals and the LAHS goals and lead directly to improved practices in the classroom. The governing board and MVLA administration have consistently supported these professional growth opportunities through release time, compensation for out-of-contract time and funding for workshop enrollment. Our three-member Instructional Support Team (IST) supports our professional development work on Constructing Meaning for MVLA and all teachers will eventually attend these training sessions.

New teachers, and teachers new to MVLA enjoy a fully-supported and structured Induction program, with excellent consulting teachers. Consulting teachers organize monthly meetings and additional workshop opportunities. Workshops and site meetings help orient new teachers to the particular policies of the school as well as the educational values of the school. Each new teacher also has a mentor assigned to them, either an induction coach if they are new to teaching or a Consulting Teacher if they are experienced but new to the district.

Classified staff plays a critical role in our school culture through their work and as members of our school community. They can also pursue professional growth activities individually and as teams on an ongoing basis.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	7