

## Hacienda La Puente Unified School District

“Where Every Student Excels”

# Los Altos High School

“Conquerors Think and Thinkers Conquer”

## 2014-2015 School Accountability Report Card

*Published in the 2015-2016 School Year*

15325 East Los Robles Avenue • Hacienda Heights, CA 91745 • (626) 934-5418

Grades Nine through Twelve

[www.losaltoshighschool.net](http://www.losaltoshighschool.net) • CDS Code: 19-73445-1935246

### School Administration

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### Hacienda La Puente Unified School District

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### Board of Education

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### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### District Mission Statement

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem-solving in meeting the challenges of a changing society.

### Principal's Message

Welcome and thank you for taking time to read Los Altos High School's School Accountability Report Card. We are a comprehensive high school that serves over 2000 students in four grade levels. We are located twenty-two miles east of Los Angeles, in the suburb of Hacienda Heights.

At Los Altos High School our motto is "Conquerors Today, Leaders Tomorrow." Our goal is for all students to have a well-rounded education that affords them the opportunity to continue their education beyond high school. We have a long tradition of excellence and our students push the standards higher every year; we expect all to contribute to this legacy of success. We are a Community of caring staff and students that understand that we are extension of the global world. We are committed to producing students that meet the rigorous California Common Core Standards and fulfill our Expected School-wide Learning Results. We want each of our students to be a citizen, communicator, manager, and thinker.

We are committed to teaching these principles in a safe, orderly and positive learning environment so that all students thrive. Our stake in education is higher than ever before; we must prepare our students to compete in a global economy. We encourage students to get involved in Conqueror life. At LAHS there is something for everybody. Los Altos has three academies with four distinguished programs. The first is LA Technical Academy that includes Engineering & Computer Science. The Medical Academy is a state recognized program that was awarded a specialized grant for three years. The Performing Arts Academy highlights instrumental, vocal, dance, and drama. We have a broad spectrum of clubs, organizations, academic teams and twenty-three interscholastic sports.

We offer a range of services from Special Education to Honors & Advanced Placement Courses. Our Guidance Team strives to match each student with the courses necessary to prepare the student for post-secondary education. We have an active Career Path program that involves assessing all students yearly in search of a potential career match. A six-year plan is developed for students in the seventh grade. This plan allows for goal-setting and long-term planning.

The success of Los Altos High School is well documented. Our CAHSEE pass rate is over 90%. Our students consistently produce at very high levels. How many schools do you know that have built an alternative energy car from the ground up and then raced it across the continent of Australia? The LA Engineering Academy competed in Washington DC in 2012, was in Florida in 2013 & 2014, and will be returning in 2015 to race their alternative energy car. Our Performing Arts Academy stages a \$20,000 production every other year that involves 380 students. Our Band and Entertainment Unit, 150 students strong, has won numerous awards, marched in the Tournament of Roses Parade and performed on three continents.

Most of our graduates go directly to four-year institutions and countless more leave LAHS with technical skills to forge a career immediately. Our students consistently meet A-G requirements and attend some of the most prestigious secondary institution including MIT, Harvey Mudd, Stanford, Princeton, and Harvard.

Our success is a by-product of hard work, pride, dedication and strong partnerships among the staff, students, parents and community. The support we receive from all these stakeholders is crucial to our continued success. Our sense of community extends beyond our attendance boundaries; 18 percent of our school population results from students and parents choosing to attend Los Altos High School on intra-district or inter-district permits. For a more interactive view of Conqueror life you can follow us on Facebook at: Los Altos High School, Conquerors.

We appreciate your interest in Los Altos High School. For further information about joining our Conqueror Family, Alumni Association, or questions about our programs, please call my office at (626) 934-5418 or e-mail [cmcreynolds@hlpusd.k12.ca.us](mailto:cmcreynolds@hlpusd.k12.ca.us).

## Community & School Profile (School Year 2015-16)

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving more than 78,800 students; 25,000 pre-K-12 and 30,000 adult education students at two main facilities and 32 satellite sites. The District also has the largest correctional education program in the nation, serving an additional 33,000 students at eight correctional facilities throughout Los Angeles County. The 11.5 square mile District serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina. The District includes 17 elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, an orthopedic unit for the physically handicapped, and an extensive child development and adult education program. The District also maintains an Administration Center, an Instructional Services Center, a Multilingual Assessment Center, a Professional Library, and a Curriculum Lab.

Los Altos High School is located in the community of Hacienda Heights and is committed to providing a strong instructional program for all students to ensure excellence in education. The school operates on a traditional school calendar.

## School Enrollment (School Year 2014-15)

During the 2014-15 school year, the school served 2,061 students in grades nine through twelve. The chart displays school enrollment broken down by student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	1.3%
American Indian or Alaska Native	0.1%
Asian	8.0%
Filipino	0.7%
Hispanic or Latino	82.9%
Native Hawaiian or Pacific Islander	0.4%
White	6.4%
Two or More Races	0.2%
English Learners	4.8%
Socioeconomically Disadvantaged	67.4%
Students with Disabilities	8.3%
Foster Youth	0.8%

The chart displays school enrollment broken down by grade.

### Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	519	503	519
10th	532	517	527
11th	496	502	524
12th	453	478	491

## School Attendance (School Year 2014-15)

Regular attendance, punctuality, and promptness at Los Altos High School are necessary parts of the learning process and are critical to academic success. School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are referred to the office.

Regular daily attendance is a priority at Los Altos High School. School attendance is monitored closely by the attendance clerk and school principal. The parents of students with excessive absences are required to meet with the school principal to develop a plan to improve daily attendance. If the attendance does not improve the student and parent are referred to the District's School Attendance Review Board (SARB).

Hacienda La Puente Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### School Facilities (School Year 2015-16)

Los Altos High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 38 acres. School facilities were built in 1957, with additions built in 1958, 1960, 1961, and 1971. They span more than 173,000 square feet, and include the library, student store, office, gymnasium, multipurpose room, and 74 classrooms. The school added four new science classrooms and a new pool. The school recently completed a total renovation of the gym that included new bleachers, and has begun the initial phase of a new track and field.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection. Facilities information was collected in January 2016.

<b>School Facility Conditions</b>				
Date of Last Inspection: 09/08/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Boys Locker Room: Two clocks missing. A-13 Storage Room, Nurse's Office, Student Center: Clock missing. (Work orders submitted.)
Interior		X		D-10, F-8, Foyer in Coach's Office, Weight Room, G-6, H-4, M-2 Storage Room #2: Missing ceiling tiles. D-4, D-5, D-6, D-7, H-6: Loose ceiling tiles. F-5, F-3, Boys Football Uniform Room #1, C-4, A-14, H-1, H-2, LA Hacienda Room: Ceiling tiles stained. Boys Locker Room: Ceiling tiles broken, missing. Women's RR in Football Field: Needs to be painted. Men's and Women's RR by Shed: Needs to be painted. Men's RR: Ceiling and walls need to be repainted. Rm A-4: Ceiling tiles missing and stained. Rm A-5: Ceiling tiles stained, walls need to be repainted, baseboards missing. Teacher's Office in A-5: Ceiling tiles hanging from ceiling. A-5: Vent in ceiling needs to be repainted. A-3 Wrestling Room: Walls need to be painted, paint peeling off windows. A-1: Ceiling tiles broken. A-12: Ceiling tiles stained, broken, missing, holes in wall, insulation is exposed, room needs to be repainted. A-11: Ceiling tiles very wet throughout room. A-10: Heater unit taken out of ceiling, open flange exposed in ceiling. G-1 Storage Room #2: Ceiling tiles hanging from ceiling. G-2: Ceiling tiles loose and stained. G-4: Carpet stained with paint. Student Center: Mud all over walls. ASB Office: Ceiling tiles missing and stained, carpet stained, wrinkled, smells. Library: Ceiling tiles stained and missing. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Storage Room by ASB Room: Very cluttered. B-8: Fire ants by back door. Storage Room in Amphitheater: Room infested with spiders. (Work orders submitted.)
Electrical	X			A-10: Open electrical outlet. G-1, G-1 Storage Room #2: Light covers missing. (Work orders submitted.)
Restrooms/Fountains	X			Boys RR in Locker Room: Soap dispenser broken, sinks cracked. West Side Drinking Faucets: Water fountains do not work. Rm A-4: Drinking faucet does not work correctly. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			F-9, A-6, C-6 Stock Room, F-10, G-1, Coach's Office in Amphitheater, H-3, Textbook Room, Teacher's Office in Textbook Room, Performing Arts Center, Student Center, Storage Room by ASB Room, Teacher's Lunch Room, M-2, M-2 Storage Rooms #1 and 2, Music Teacher's Office, Music Storage Room, M-1: No fire extinguisher. C-2, Teacher's Lounge: Fire extinguisher not hung up. C-5: Seal on fire extinguisher pin broken. (Work orders submitted.)
Structural (Structural Damage, Roofs)	X			Coach's RR in Office: Plaster off wall broken. Kitchen Area in Gym: Roll up door paint peeling, plaster busted off by door jamb, room needs to be repainted. Storage Shed: All the wood needs to be replaced, the large door on shed is dilapidated. Electric Boxes: Need to be repainted, doors need to be fixed. Snack Bar #4: Needs to be rebuilt. Varsity Football Field: Goal post needs to be repainted. Bleachers on SW Side: Needs to be painted. Bleachers in Stadium on NE Side: Broken bleacher boards. Asphalt: Asphalt going out from ticket booth to football field needs to be replaced. Service Road: Asphalt broken up in many areas. Basketball Courts: Basketball pole is bent, poles need to be repainted. Coach's Office in Amphitheater: Huge chunks of plaster missing out of ceiling. Storage Room in Amphitheater: Ceiling and walls completely rotted out. Student Center: Trim along wall rotted and falling off, looks like ceiling leaks. Performing Arts Center: Walls damaged, alarm broken off wall. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			Men's RR by Shed: Exterior of bldg. needs to be repainted. Ticket Booth: Exterior needs to be repainted. Service Road, Storage Bins by NE Side: Storage bins need to be repainted. LA Dugout Varsity #1: Dugout on home side needs to be repainted. LA Dugout Visitor's Side Varsity #2: Needs to be repainted. LA Dugout JV Baseball Field Home Side: Backstop needs to be repainted. Press Box on Visitor's Side: Interior and exterior of bldg. needs to be repainted. Storage Bins by Scoreboard: Need to be repainted. Asphalt near Storage Bins by Scoreboard: Hole in asphalt. Rm A-5: Drain grate is broken. Girls Varsity and JV Softball Fields: Backstop needs to be repainted, bleachers need to be painted. Staff Parking Lot: Needs to be re-stripped. Storage Bin by A-1: Needs to be repainted. Asphalt on North Side: Asphalt broken up real bad, many tripping hazards. Foyer on East Side #1: Door sticks, does not close. Ticket Booth: Door going into ticket booth needs to be replaced, door does not close properly. Warm Up Bullpen: Fence needs to be replaced. North Side of Gym: Doors need to be repainted. Rm A-5: Broken windows. B-8: Door does not close properly. Storage Room in Amphitheater: Door does not close properly; completely rotted out. Performing Arts Center: Window to store room broken out. (Work orders submitted.)

## Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

## Instructional Materials (School Year 2015-16)

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on September 24, 2015, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All textbooks and instructional materials used within the District are aligned with the Common Core State Standards.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and foreign languages for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials; for grades 9-12, all materials have been approved by the Board of Education.

Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. District textbook review and adoption activities occur the year following the State's adoption. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The District does not have a formal textbook adoption for Health or for Visual and Performing Arts.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Cheng & Tsui	2005	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Foreign Language	Pearson	2014	Yes	0.0%
9th-12th	History/Social Science	Bedford/St. Martin	2011	Yes	0.0%
9th-12th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2003	Yes	0.0%
10th-12th	History/Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	Glencoe	2004	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
10th-11th	Mathematics	McDougal Littell	2005	Yes	0.0%
10th-12th	Mathematics	Pearson/Addison Wesley	2004	Yes	0.0%
9th-12th	Reading Language Arts	Hampton Brown	2008	Yes	0.0%
9th-12th	Reading Language Arts	Holt	2003	Yes	0.0%
9th-12th	Science	Pearson	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2002	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Science	W.H. Freeman	2002	Yes	0.0%

## Teacher Assignment

Hacienda La Puente Unified School District recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. Parents can look up the credentials of an individual teacher at the California Commission on Teacher Credentialing website: <http://www.ctc.ca.gov/>.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	73	74	80	782
Without Full Credentials	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	7	10	105

Misassignments refer to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	1

## Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.*

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	97.8%	2.2%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	100.0%	0.0%

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	63	46	44
Mathematics (Grades 3-8 and 11)	24	31	33

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	506	498	98.4	10	26	42	21	499	98.6	42	34	17	7
Male	506	245	48.4	10	27	46	17	247	48.8	40	34	18	8
Female	506	253	50	11	26	38	25	252	49.8	45	33	16	6
Black or African American	506	4	0.8	--	--	--	--	4	0.8	--	--	--	--
American Indian or Alaska Native	506	1	0.2	--	--	--	--	1	0.2	--	--	--	--
Asian	506	38	7.5	5	21	39	34	39	7.7	28	13	28	31
Filipino	506	2	0.4	--	--	--	--	2	0.4	--	--	--	--
Hispanic or Latino	506	424	83.8	11	27	42	19	424	83.8	45	35	16	4
Native Hawaiian or Pacific Islander	506	1	0.2	--	--	--	--	1	0.2	--	--	--	--
White	506	28	5.5	7	18	32	43	28	5.5	25	32	25	18
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	506	109	21.5	14	28	40	17	109	21.5	48	39	9	4
English Learners	506	11	2.2	73	27	0	0	13	2.6	92	8	0	0
Students with Disabilities	506	38	7.5	55	37	8	0	38	7.5	89	8	0	3
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

## California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	55	56	43	64	64	62	59	60	56

### California Standards Test Percentage of Students Meeting or Exceeding State Standards

#### Subgroups

Subject	Science
District	62
School	43
Asian	70
Hispanic or Latino	40
White	55
Males	44
Females	41
Socioeconomically Disadvantaged	31
English Learners	4
Students with Disabilities	13

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## College Preparation

Los Altos High School offers college-bound students many opportunities to get a head start on their future. Los Altos' default curriculum is the UC a-g courses. All students attending Los Altos High School will be enrolled in UC a-g courses; 92 percent of the master schedule meets a-g requirements.

College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by school, District, and community groups. The school's Guidance Department offers a College Night, sponsors visits from college representatives, and offers Career Day and workshops to assist students in the college application and the financial aid application processes. Counselors meet with students to map out educational plans based on post-secondary educational goals. Rio Hondo and Mt. SAC both accept college credit from Los Altos High School. LAHS has implemented the Connect Four program provided by Mt. Sac that provides pre-counseling, student pathway and priority registration for our graduates attending Mt. Sac.

Students at Los Altos High School are encouraged to take specific courses if they plan to attend a four-year university. All students must pass each required course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	99.2%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	46.0%

*\* Duplicated Count (one student can be enrolled in several courses).*

## Workforce Preparation (School Year 2014-15)

It is the goal of Los Altos High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors work individually with students to develop an individualized six-year plan with one of five broad academic career paths. Each path features careers which require varied levels of education ranging from a high school diploma to specialized training or an advanced degree. The five paths are: Arts and Communication, Business Technology, Health and Environmental Science, Industrial Technology and Engineering, and Social and Community Services.

Los Altos High School offers a variety of career-path related classes through the La Puente Valley Regional Occupational Program (ROP). Career preparation courses offered at Los Altos High School include:

- Business Finance
- Computer Accounting
- Emergency Medical Training
- Graphic Arts/Electronic Publishing
- Internet Web Design
- Robotics
- Video Production
- Computer Applications
- Computer Science
- Engineering Technology
- HVAC
- Pre-Engineering
- Sports Medicine

All career preparation courses satisfy the District's graduation requirements and incorporate State CTE standards. Courses are evaluated through career student organizations, grades, and placement of employment. For more information on ROP and CTE courses, please contact Dr. Tami Pearson or Ellen Stipo at (626) 933-1000.

Speakers from the community, vocational education, job shadowing, career days, use of technology, and work experiences are made available for the students to heighten awareness of options for education, training, and employment beyond high school. Students also take an aptitude test at each grade level and participate in Interest Inventory Surveys to help them discover their abilities and talents. Seniors are required to complete a Senior Project before graduation.

## Career Technical Education Participation (School Year 2014-15)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	724
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	11.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	23.0%

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## Physical Fitness (School Year 2014-15)

In the spring of each year, Los Altos High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.6%	26.9%	55.2%

## California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	63	55	57	60	41	56	61	59	58
Mathematics	60	56	60	64	46	62	61	60	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	41	25	34	40	39	21
District						
All Students	39	27	34	39	42	19
School						
Male	44	27	29	37	42	20
Female	35	26	39	40	42	17
Asian	24	14	62	0	38	62
Hispanic or Latino	40	29	31	41	43	16
White	36	18	46	41	37	22
English Learners	90	10	0	68	26	6
Socioeconomically Disadvantaged	42	30	28	44	42	14
Students with Disabilities	93	7	0	87	13	0

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent & Community Involvement (School Year 2015-16)

Parents and the community are highly supportive of the educational program at Los Altos High School. There are numerous ways parents are able to get involved at the school. They include: Boosters for Academics and Athletics, School Site Council, Volunteering for functions, Parent meetings throughout the year such as Parent Conferences, Back-to-School, College/Career Workshops, Financial Aide workshops, and ELAC.

### Contact Information

Parents who wish to participate in Los Altos High School leadership teams, school committees, school activities, or become volunteers may contact Principal Cheli McReynolds at (626) 934-5418 or at [cmcreynolds@hlpusd.k12.ca.us](mailto:cmcreynolds@hlpusd.k12.ca.us).

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

### Dropout & Graduation Rates (Four-Year Cohort Rate)

Regular attendance, punctuality, and promptness at Los Altos High School are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the State for the education of the students they serve based on how many students attend each day.

Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. The school now uses the Renaissance Program; strong student participation has resulted in an increased attendance rate. Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at Los Altos High School. Absence reports are regularly reviewed by the Assistant Principal for Student Services. Parents are notified of absences through phone calls, letters, and conferences. Attendance is encouraged through motivational incentives and awards. Those students who continue to exhibit excessive absences are directed to Saturday School or the appropriate authorities including Student Study Teams (SSTs) and the District's School Attendance Review Board (SARB). Hacienda La Puente Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective.

The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems. Intervention programs that promote attendance and reduce dropout rates include: Saturday School, SARB, SART, After-school Interventions, and Student Study Teams.

The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2014-15 school year was not available at the time of publication. *Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.*

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	2.3%	1.2%	1.5%	97.1%	97.7%	98.0%
District	7.0%	7.6%	6.0%	89.7%	88.4%	90.1%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

### Completion of High School Graduation Requirements - Class of 2014

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the twelfth grade, the table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	95.0%	85.6%	84.6%
African American/Black	85.7%	78.3%	76.0%
American Indian or Alaska Native	100.0%	100.0%	78.1%
Asian	100.0%	91.9%	92.6%
Hispanic or Latino	94.2%	84.8%	81.3%
Native Hawaiian or Pacific Islander	100.0%	100.0%	83.6%
White	97.1%	81.0%	89.9%
Two or More Races	50.0%	85.7%	82.8%
English Learners	31.6%	28.5%	50.8%
Socioeconomically Disadvantaged	100.0%	87.5%	81.4%
Students with Disabilities	75.0%	45.3%	61.3%

## State Priority: School Climate

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

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

### Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Los Altos High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis and earthquake drills are held quarterly. During lunch, nutrition, and before and after school, two campus patrol officers and administrators supervise students and school grounds, including the cafeteria and athletic fields, to ensure a safe and orderly environment.

All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitors badges during their time on campus, and check out at the office upon leaving. In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. Los Altos High School reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff in November 2015. An updated copy of the plan is available to the public at the school and District offices.

### Discipline & Climate for Learning

Hacienda La Puente Unified School District annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Los Altos High School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The LAHS staff has been trained and implements Positive Behavior Support strategies as well as Response to Intervention strategies. The goal is to provide support at school for all students.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	2.4%	3.0%	3.4%	0.1%	0.1%	0.1%
District	3.6%	3.6%	3.5%	0.1%	0.1%	0.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### School Leadership

Principal Cheli McReynolds has led the school for seven years, backed by more than 20 years of experience in education. Leadership at Los Altos High School is a responsibility shared among District administration, the Principal, Assistant Principals, Leadership Team, instructional staff, students, and parents. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. The Principal oversees the day-to-day operations of the school. Coordinating with the Principal is the Leadership Team, which meets monthly to focus on school-wide curricular and administrative issues, as well as Shared Decision Making four times a year.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include: School Site Council/Shared Decision Making, Booster Club, English Learners Advisory Committee, Leadership Team, Department Chairs, and Los Altos Conqueror Education Foundation.

## Professional Development

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. For the past three years, there have been no districtwide staff development days, but the district did provide after-school workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants. These are methods by which professional development is provided.

In HLPUSD, we lead Professional Development (PD) in all content areas using a variety of models, such as pull-out, push-in, PLC, Staff Meetings, and more. PD includes, but is not limited to: ELA, ELD across all content, Math, Science, Social Studies, Technology, Transitional Kindergarten, PE, Visual and Performing Arts, Assessment, Structured Collaboration, TEAL, Modern/Foreign Language, Moderate/Severe Strategies, PBL, Rigorous Reading with Doug Fisher, School Loop Webpage Design, Next Generation Science Standards, STEM, STEAM, HMH Math Textbook Training, AERIES Attendance and Report Card, Literature Circles, Feedback Writing, Units of Study, Restorative Justice, LGBTQ, Google Apps for Education, Feedback on Student Writing, Complex Texts, Literacy Across Content, RtI/Autism/ADHD, Performance Tasks and Rubrics, Social Studies Democracy, CCGI, and Structured Collaboration.

We also conduct PD through team teaching, modeling lessons, and Instructional Walk Throughs with feedback.

Professional Development happens on site and within the district. The district hosts content specific Professional Development based upon teacher input and need aligned to Common Core Standards.

LAHS has focused on research-based strategies that complement the move to Common Core and the Professional Learning Community Model. Each Monday morning is devoted to Professional Development as well as categorical funds used to support full day PLC work amongst courses/dept/ programs.

## Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
English	25	25	28	30	31	18	31	32	33	24	22	25
Math	26	25	27	23	23	27	33	34	26	23	22	23
Science	28	27	31	20	20	9	12	12	11	30	30	34
Social Science	27	27	32	17	17	5	13	13	13	28	28	30

## Advanced Placement (School Year 2014-15)

Los Altos High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Students achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Los Altos High School has an open enrollment policy to any student who wants to take an AP or Honors course.

Advanced Placement Classes	
	# of Courses
English	7
Foreign Language	4
Mathematics	4
Science	4
Social Science	9
Totals	28
Percent of Students in AP Courses	0.4%

## Counseling & Support Staff (School Year 2014-15)

It is the goal of Los Altos High School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty.

The academic counselor-to-pupil ratio is 1:412. LAHS has four traditional counselors, one counselor for At-Risk students, and two specialized counselors. The chart displays support staff available to students at the school. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Liason	1	0.5
Guidance/Academic Counselor	5	5.0
Intervention Specialist	1	0.2
Prevention Specialist	1	0.5
Psychologist	2	1.0
Resource Specialist	3	3.0
Special Day Class (SDC) Teacher	4	4.0

## Availability of Additional Internet Access at Public Locations

The Hacienda Heights Public Library, La Puente Public Library, and West Covina Public Library provide free internet access to all registered patrons, including the students of the Hacienda La Puente Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

## Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

## Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	17
% of Title I Schools Currently In PI	-	50.0%

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

## District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,871
From Supplemental/Restricted Sources	\$120
From Basic/Unrestricted Sources	\$4,751
District	
From Basic/Unrestricted Sources	\$6,683
Percentage of Variation between School & District	-28.9%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-11.2%

## School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	\$64,278
District	\$72,680
Percentage of Variation	-11.6%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-10.1%

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$46,330	\$43,062
Mid-Range Teachers	\$71,523	\$67,927
Highest Teachers	\$89,078	\$87,811
Elementary School Principals	\$109,637	\$110,136
Middle School Principals	\$113,900	\$115,946
High School Principals	\$129,270	\$124,865
Superintendent	\$199,213	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	39.0%
Administrative Salaries	6.0%	5.0%

## District Revenue Sources (Fiscal Year 2014-15)

In addition to general fund state funding, the District received Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Regional Occupational Program
- Safe and Drug Free Schools Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act