

Hacienda La Puente Unified School District

"Where Every Student Excels"

Los Altos High School

"Conquerors Think and Thinkers Conquer"

2011-2012 School Accountability Report Card

Published in the 2012-2013 School Year

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

Grades Nine through Twelve

www.losaltoshighschool.net

School Administration

Cheli McReynolds

Principal



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District Administration

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Superintendent

Mrs. Cynthia Parulan-Colfer

Deputy Superintendent

Mr. William F. Roberts, IV

Assistant Superintendent,

Human Resources

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'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 Think and Thinkers Conquer." 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 State Content Standards and fulfill our Expected School-wide Learning Results. We want 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. We have two distinguished small learning communities, Performing Arts Academy and Los Altos Academy of Engineering, both of which have been recognized by the State Department of Education for excellent practices. LAHS has added a State Recognized Medical Academy that was awarded a multi-year grant. We have a growing Communications Academy with Graphic Arts, Video Production, Yearbook (a-g), and Journalism. 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 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. Over the last four years our API has increased 50+ points to 791. 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 and will be in Miami in 2013 racing 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. Many 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.

Community & School Profile

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 20 elementary schools, four K-8 schools, six 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. During the 2011-12 school year, the school served 2,053 students in grades nine through twelve. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	1.4%
American Indian	0.2%
Asian	11.5%
Filipino	1.0%
Hispanic or Latino	75.8%
Pacific Islander	0.8%
White	8.7%
Two or More	0.4%
None Reported	0.1%

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 Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	112	103	135	1324	1159	1091
Suspension Rate	5.4%	5.0%	6.6%	6.2%	5.5%	5.2%
Expulsions	7	7	7	37	49	21
Expulsion Rate	0.3%	0.3%	0.3%	0.2%	0.2%	0.1%

Class Size

The Class Size Distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	10	11	12	1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	26	26	25	17	32	25	25	25	32	15	21	21
Math	30	26	24	12	28	37	23	29	27	14	18	15
Science	32	32	31	10	10	10	8	9	8	30	33	32
Social Science	30	31	28	7	8	13	7	10	15	18	28	20

Dropout & Graduation Rates

Regular attendance, punctuality, and promptness at Wilson 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 Wilson 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 2011-12 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.

	08-09	09-10	10-11
Dropout Rate	0.40%	4.40%	0.20%
Graduation Rate	97.32%	93.76%	96.78%

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs the most 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
	09-10	10-11	11-12	11-12
Fully Credentialed	75	71	20	850
Without Full Credentials	8	8	0	0
Working Outside Subject	1	5	1	128

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. At LAHS, this is reflected in courses that do not have credential programs for them such as Leadership, Renaissance, and AVID.

Note: "Misassignments" refers 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 open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- 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 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.5%	1.5%
High-Poverty Schools in District	94.9%	5.1%
Low-Poverty Schools in District	N/A	N/A

Staff 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 there are various methods by which professional development has been provided. These include afterschool workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants.

Counseling & Other Support Services

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 1:411. 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.

	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

School Leadership

Principal Cheli McReynolds has led the school for five years, backed by more than 18 years of experience in education. Leadership at Los Altos High School is a responsibility shared among District administration, the Principal, Assistant Principal, 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: Parent Institute, School Site Council, Booster Club, Chinese Parents Association, English Learners Advisory Committee, Leadership Team, Department Chairs, and Los Altos Conqueror Education Foundation.

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.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Los Altos High School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth.

California Standards Test

The California Standards Test (CST), a component of the STAR 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 English/Language Arts, Mathematics, Social Science, and Science, 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 STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	56	54	59	53	55	58	52	54	56
Mathematics	23	21	24	49	51	53	48	50	51
Science	54	57	55	59	62	66	54	57	60
History/Social Science	56	59	57	48	52	52	44	48	49

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
District	58	53	66	52
School	59	24	55	57
African American/Black	38	6	*	*
Asian	81	65	75	83
Filipino	64	27	*	*
Hispanic or Latino	55	18	50	52
White	73	36	73	73
Males	57	26	58	63
Females	63	22	51	51
Socioeconomically Disadvantaged	54	19	48	53
English Learners	6	16	6	10
Students with Disabilities	42	27	15	28

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

California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, District, and State level.

API School Results			
	2009	2010	2011
Statewide	7	7	7
Similar Schools	7	6	5
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	11	-3	13
Asian			
Actual API Change	24	-9	18
Hispanic or Latino			
Actual API Change	16	8	16
White			
Actual API Change	15	-19	30
Socioeconomically Disadvantaged			
Actual API Change	14	1	16
English Learners			
Actual API Change	25	-14	31
Students with Disabilities			
Actual API Change	24	17	-

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,412	791	15,128	814	4,664,264	788
Black or African American	16	724	171	774	313,201	710
Asian	147	918	1,716	948	404,670	905
Filipino	11	779	271	876	124,824	869
Hispanic or Latino	1,100	771	12,170	792	2,425,230	740
White	119	839	605	840	1,221,860	853
Socioeconomically Disadvantaged	861	769	11,237	790	2,779,680	737
English Learners	278	713	4,726	761	1,530,297	716
Students with Disabilities	131	624	1,511	621	530,935	607

Adequate Yearly Progress (School Year 2011-12)

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.
- API as an additional indicator.
- 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 and District 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	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

Federal Intervention Program (School Year 2012-13)

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 (API or 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 (2012-13)	-	Year 3
# of Schools Currently in PI	-	18
% of Schools Identified for PI	-	50.00%

Physical Fitness (School Year 2011-12)

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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.0%	24.5%	50.3%

California High School Exit Exam (CAHSEE)

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									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	56.0	51.0	54.0	67.0	58.0	59.0	62.0	57.0	56.0
Mathematics	55.0	51.0	54.0	60.0	55.0	56.0	62.0	58.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	43.0	25.0	32.0	42.0	36.0	22.0
All Students School	38.0	26.0	36.0	38.0	40.0	22.0
Male	46.0	24.0	30.0	34.0	41.0	25.0
Female	28.0	29.0	43.0	34.0	41.0	25.0
Asian	22.0	16.0	62.0	16.0	16.0	69.0
Hispanic or Latino	41.0	28.0	30.0	41.0	43.0	16.0
White	24.0	21.0	55.0	27.0	46.0	27.0
English Learners	90.0	10.0	-	62.0	19.0	19.0
Socioeconomically Disadvantaged	44.0	26.0	30.0	42.0	40.0	18.0
Students with Disabilities	84.0	14.0	3.0	78.0	22.0	-

Completion of High School Graduation Requirements - Class 2012

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 2010-11 school year in the 12th 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	93.9%	88.9%	*
Socioeconomically Disadvantaged	84.9%	77.3%	*
African American/Black	91.7%	78.3%	*
American Indian	100.0%	100.0%	*
Asian	91.3%	89.5%	*
Filipino	100.0%	100.0%	*
Hispanic or Latino	93.9%	80.8%	*
Pacific Islander	100.0%	100.0%	*
White	92.6%	89.9%	*
English Learners	10.0%	20.6%	*
Students with Disabilities	87.9%	58.0%	*

* Data was not available at the time of publication.

College Entrance Information

University of California

Admission requirements for the University of California (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 Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

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
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	73.3%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	36.5%

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

Advanced Placement (School Year 2011-12)

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
Fine and Performing Arts	1
English	6
Foreign Language	4
Mathematics	4
Science	4
Social Science	6
Totals	25
Percent of Students in AP Courses	6.3%

Workforce Preparation

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:

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

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 (CTE) Participation

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 participate in CTE?	640
What percent of the school's pupils complete a CTE program and earn a high school diploma?	41.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	25.0

Instructional Materials (School Year 2012-13)

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 August 23, 2012, 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 California State Content Standards and Frameworks.

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 December 2012 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-10th	English/ Language Arts	Holt, Rinehart & Winston	2004	Yes	0.0%
11th-12th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%
11th	History/Social Science	McDougal	2003	Yes	0.0%
10th	History/Social Studies	McDougal	2003	Yes	0.0%
11th	Mathematics	Addison-Wesley	2001	Yes	0.0%
12th	Mathematics	Houghton Mifflin	2004	Yes	0.0%
9th	Mathematics	McDougal Littell	2001	Yes	0.0%
9th	Mathematics	McDougal Littell	2005	Yes	0.0%
10th	Mathematics	Prentice Hall	2002	Yes	0.0%
9th	Mathematics	Prentice Hall	2001	Yes	0.0%
9th	Science	Glencoe	2002	Yes	0.0%
11th	Science	Glencoe	2002	Yes	0.0%
11th	Science	Glencoe	2002	Yes	0.0%
10th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
10th	Science	Prentice Hall	2002	Yes	0.0%
12th	Science	Prentice Hall	2004	Yes	0.0%

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.

School Facilities

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 facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

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.

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.

Safe School Plan

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 October 2012. An updated copy of the plan is available to the public at the school and District offices.

School Facility Conditions				
Date of Last Inspection: 11/21/2012				
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			G-6: Missing A/C vent cover. Work order submitted.
Interior		X		A-5, A-6, A-9, A-11, A-14, D-8, F-9 H-5: Missing ceiling tiles. A-13: Ceiling tile. B-8, D-7, D-9, D-10, F-8, G-5, ASB Office: Bad carpet. C-6, C-7: Broken and missing ceiling tiles. C-8: Broken floor tiles. D-1: Countertop broken. D-3: Missing ceiling and floor tiles. D-4: Missing floor tiles, broken countertop. G-6, G-7, H-7: Rips in carpet. Faculty Mens: Missing wall tile. J-10, J-12, J-14: Torn carpet. J-11: Missing baseboards. Counselor: Walls are peeling, plaster falling. Coach's Office: Broken tiles. Coach's Office Restroom: Paint chipping off wall. Gym: Peeling paint. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical		X		A-3, A-9, A-11, A-12: Missing covers. B-6, Faculty Lounge, C-6, C-7, C-8. D-4, D-10, F-9, J-2, Counselor: Missing cover plates. C-2 Closet: Lights out. D-6: Missing plastic cover and cover plate. G-6, G-7, G-8, H-7: Missing plastic cover. Boys Locker Room: Missing clock cover. Gym: Exit lights not working. Work orders submitted.
Restrooms/Fountains	X			Boys Locker Room: Mold in shower. Work order submitted.
Safety (Fire Safety, Hazardous Materials)	X			A-4, B-2, E-5, F-4: Desk blocking door. C-4: Bookshelf blocking door. E-2: Fire extinguisher not up. G-1: Missing fire extinguisher. Custodial Storage: Benches blocking electrical panels. Work orders submitted. A-13: Paint thinner in sink. Work order submitted.
Structural (Structural Damage, Roofs)	X			A-12, H-9: Holes in wall. C-2 Closet: Cracks in wall. Gym: Floor has cracks. Garage to Restroom: Wood needs to be replaced. Ticket Booth: Needs tiles on roof. Work orders submitted.
External (Grounds, Windows, Doors, Gates, Fences)	X			Mens Restroom, Womens Restroom, Tennis Courts: Cracked cement. C-Wing Hall: Cracked and broken cement. Stadium, Blacktop, Front Parking Lot, East Parking Lot: Blacktop cracked all over. North parking lot: Asphalt cracked all over. Work orders submitted. Stadium, East Parking Lot: Need to repair fence. Work orders submitted.

District Expenditures (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,275
From Supplemental/Restricted Sources	\$276
From Basic/Unrestricted Sources	\$3,999
District	
From Basic/Unrestricted Sources	\$4,544
Percentage of Variation between School & District	-11.99%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-26.69%

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>.

District Revenue Sources (Fiscal Year 2011-12)

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

Teacher & Administrative Salaries as a Percentage of Total Budget (Fiscal Year 2010-11)

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		
2010-11		
	District	State
Beginning Teachers	\$43,687	\$41,455
Mid-Range Teachers	\$67,443	\$66,043
Highest Teachers	\$84,510	\$85,397
Elementary School Principals	\$103,382	\$106,714
Middle School Principals	\$107,402	\$111,101
High School Principals	\$121,895	\$121,754
Superintendent	\$187,727	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.9%	39.0%
Administrative Salaries	5.9%	5.1%

School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$63,676
District	\$66,027
Percentage of Variation	-3.57%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-7.50%

Data Sources

Data within the SARC was provided by the Hacienda La Puente Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.