

Ardis G. Egan Junior High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	Ardis G. Egan Junior High School
Street	100 West Portola Ave.
City, State, Zip	Los Altos, CA 94022
Phone Number	650-917-2200
Principal	Coni Cullimore
Email Address	ccullimore@lasdschools.org
School Website	https://www.eganschool.org/
Grade Span	7-8
County-District-School (CDS) Code	43695186047385

2024-25 District Contact Information

District Name	Los Altos Elementary School District
Phone Number	650-947-1150
Superintendent	Sandra McGonagle
Email Address	smcgonagle@lasdschools.org
District Website	www.lasdschools.org

2024-25 School Description and Mission Statement

At Egan Junior High School we believe our primary responsibility is to provide a learning environment that stresses the joy of learning and motivates each child always to try his/her best. It is Egan's mission to create a safe, caring, and supportive community where ALL students are empowered to learn at high levels while growing to be resilient, respectful, and productive citizens in a dynamic global landscape.

We envision our school as a learning center where each student develops the knowledge, skills, and self-esteem to understand, create, and communicate meaningful ideas and feelings, allowing all students to participate in the continuum of

2024-25 School Description and Mission Statement

learning. We believe that many of the world's great ideas and uplifting emotional events of human history are the result of the creative powers of individuals who always gave their personal best. Egan students are expected to respect the individuality of others and to appreciate their own uniqueness. Developing self-reliance and a sense of personal responsibility that will provide a foundation for a successful future with Egan's vision to become an equitable community in which ALL members collaborate and develop personal responsibility to make a positive impact in the world. We also believe in the value of individuals working together in groups guided by the collective wisdom and collaborative learning. It is the power of people working effectively in groups, which makes great ideas meaningful and useful to others. Each person has the responsibility to care for others, and each of us is responsible to our family and our greater community. Egan students develop an awareness and appreciation of the natural and social worlds around them and acquire the skills necessary to become successful, contributing members of our democratic society. As a school, we have collectively committed to the following:

We Will...

- Collaborate and support each other
- Use instructional strategies to work towards personalized learning goals
- Be open-minded and willing to try new things
- Stay positive, professional, and respectful
- Have a growth mindset
- Use data to help drive student instruction.
- Differentiate curriculum and strategies to meet the needs of all students.
- Create a safe and caring learning environment inside and outside of the classroom

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	236
Grade 8	260
Total Enrollment	496

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.8
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	38.3
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.7
White	36.7
English Learners	7.1
Homeless	0.2
Socioeconomically Disadvantaged	10.3
Students with Disabilities	5

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	93.39	171.00	88.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	6.58	15.20	7.87	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	7.00	3.63	18854.30	6.86
Total Teaching Positions	29.00	100.00	193.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	85.30	167.30	88.42	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.06	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	10.30	16.30	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	0.49	11953.10	4.28
Unknown/Incomplete/NA	1.20	4.36	2.60	1.41	15831.90	5.67
Total Teaching Positions	29.60	100.00	189.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.40	92.70	162.90	88.61	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.09	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	6.09	9.50	5.17	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.60	0.91	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.20	7.70	4.23	14303.80	5.15
Total Teaching Positions	27.40	100.00	183.80	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.90	3.00	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.90	3.00	1.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.20	17.2	11.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

LASD has adopted The Units of Study in Reading and Writing for K-8. K-5 students use the Scott Foresman EnVision curriculum. 6th - 8th grade students use Math in Focus/Singapore Math curriculum. Both textbooks and instructional materials are from the state-approved list. We are in a year of transition, moving from state science standards to the next generation science standards (NGSS). New state-approved materials have not yet been adopted. Our current materials, FOSS, in K-5 are adopted from the older state science standards textbook adoption list. 6th - 8th graders have access to state standard aligned textbooks, but are working in teacher-designed NGSS units of instruction. K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned to the state standards.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Units of Study in Reading and Writing - 2016	Yes	0
Mathematics	Math in Focus/Singapore Math -2010	Yes	0
Science	We are in our second year of transition, moving from state science standards to the next generation science standards (NGSS). 6th - 8th graders have access to state standard aligned textbooks, but are working in teacher-designed NGSS units of instruction.	No	0
History-Social Science	7th and 8th grade students use Holt, Rinehardt and Winston, 2006. All textbooks are aligned to the state standards.	No	0
Foreign Language	Descubre for Spanish, Bien Dit for French, Integrated Chinese Mandarin All textbooks are aligned to the state standards. 2014	Yes	0
Health	Health class is taught through physical education classes and includes components of healthy living, first aid, nutrition, alcohol and drug education, mental, emotional, and social health, as well as sexual health and development. All instruction is state standards aligned with locally developed curriculum.	No	0
Visual and Performing Arts	Visual and performing arts electives, including music, and the arts, are all taught in a hands-on manner with locally designed curriculum that is state standards aligned.	No	0

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

School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA maintenance staff ensures that the 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 principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report	March 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	85	84	84	85	46	47
Mathematics (grades 3-8 and 11)	78	80	84	85	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	488	97.41	2.59	84.22
Female	245	240	97.96	2.04	86.67
Male	255	247	96.86	3.14	81.78
American Indian or Alaska Native	--	--	--	--	--
Asian	192	190	98.96	1.04	95.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	63	92.65	7.35	49.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	48	97.96	2.04	97.92
White	183	178	97.27	2.73	81.46
English Learners	24	20	83.33	16.67	35.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	49	94.23	5.77	51.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	31.82

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	491	98.00	2.00	80.04
Female	245	241	98.37	1.63	77.59
Male	255	249	97.65	2.35	82.33
American Indian or Alaska Native	--	--	--	--	--
Asian	192	190	98.96	1.04	95.26
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	65	95.59	4.41	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	48	97.96	2.04	81.25
White	183	179	97.81	2.19	79.89
English Learners	24	24	100.00	0.00	37.50
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	51	98.08	1.92	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	22.73

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	74.04	68.99	79.79	76.24	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	258	98.85	1.15	68.99
Female	118	118	100.00	0.00	68.64
Male	142	139	97.89	2.11	69.78
American Indian or Alaska Native	--	--	--	--	--
Asian	99	98	98.99	1.01	81.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	36	94.74	5.26	38.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	82.14
White	93	93	100.00	0.00	64.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.72	99.15	99.15	99.15	99.15

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
Parents have direct access to student progress through Powerschool and direct email with teachers. The school Principal, TIC, and school psychologist addresses parents' and students' needs, including providing a conduit for conversation between parents and the students' seven teachers. A weekly newsletter, school Twitter account, robust website are all ongoing ways parents can understand what is happening at school and feel a part of the school community. An active PTA and involved School Site Council are direct ways that parents who seek more involvement in the school contribute to the overall success of Egan Jr. High.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	504	62	12.3
Female	248	246	33	13.4
Male	259	257	29	11.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	195	193	6	3.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	68	15	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	48	48	5	10.4
White	185	185	31	16.8
English Learners	39	38	6	15.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	60	58	15	25.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	28	9	32.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.36	1.58	0.79	0.77	0.6	0.66	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	0.00	0.00
Male	1.54	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.51	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	0.00

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

2024-25 School Safety Plan

Our school is equipped with a comprehensive safety plan that includes procedures in case of fire, earthquake, or lockdown. The school safety plan is reviewed and updated each year by the administration and parent representatives. Classrooms are equipped with emergency buckets that contain safety and first aid supplies. An Emergency Storage shed is on-site and is

2024-25 School Safety Plan

equipped with first aid, food, and water, and search and rescue supplies. Fire drills are conducted monthly throughout the school year. The school, in coordination with the district and local agencies, participates in a comprehensive earthquake drill each year- usually in October. Staff is annually trained on procedures for fire and earthquake emergencies. Staff is also given updated training on procedures to use in case of a lockdown situation where danger may be on or near campus. The comprehensive safety plan includes procedures for student check-out in case of an emergency. The safety plan for our school is available in the office for public viewing. Safety plan was reviewed, updated, and discussed in February 2023.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	6	
Mathematics	20	12	9	
Science	20	9	9	
Social Science	26	2	13	

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	5	20	
Mathematics	22	11	12	
Science	22	5	16	
Social Science	22	6	14	

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	17	
Mathematics	21	12	11	
Science	25	3	17	
Social Science	25		19	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	992

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,283.24	\$2,087.59	\$11,195.66	\$15,0515.29
District	N/A	N/A	\$10,556.73	\$105,330
Percent Difference - School Site and District	N/A	N/A	5.9	35.3
State	N/A	N/A	\$10,770.62	\$94,129
Percent Difference - School Site and State	N/A	N/A	3.9	46.1

Fiscal Year 2023-24 Types of Services Funded

Literacy intervention, Sped, ELD, therapy/counseling.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,592	\$57,839
Mid-Range Teacher Salary	\$99,660	\$90,040
Highest Teacher Salary	\$124,635	\$118,647
Average Principal Salary (Elementary)	\$174,922	\$144,639
Average Principal Salary (Middle)	\$179,204	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$280,900	\$229,986
Percent of Budget for Teacher Salaries	28.62	30.79
Percent of Budget for Administrative Salaries	6.15	5.71

Professional Development

Los Altos supports teacher training in many ways. Instructional coaching on-site as well as through the support of an Instructional Support Teacher is used for on-the-job training. Staff is encouraged to attend professional development opportunities focused on personal, school, and district goals. One-on-one mentoring for teachers in the Induction program and “mini mentor” programs are featured for new employees, while teachers have 3 professional development release days. Staff development is offered through a variety of opportunities: during staff meetings, after-school classes, grade level release days, individual or school team release days, and in-service days. In addition, our elementary teachers utilize an early release Thursday afternoon for focused collaboration. Junior high schools have a late start Wednesday that is used for teacher collaboration. All of these opportunities are designed to meet district goals and teacher needs around improving student learning outcomes. Student achievement data is used to focus the work. Teachers have on-site literacy coaches and STEM teachers, as well as traveling new teacher induction mentors for support. Staff development this year has focused on The LASD Student Experience, SEL (Character Strong).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	