



# **Las Lomas High School SELF-STUDY REPORT**

**1460 S. Main St  
Walnut Creek, CA 94596**

**Acalanes Union High School District**

**March 13-15, 2017**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2015 Edition**

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## Preface

The Las Lomas WASC Self-Study Process has been a collaborative process among staff, students and parents. In the fall of 2015, the school kicked off the WASC process by selecting Science Department Chair Amy Geotina as the Self-Study Coordinator. Administration built excitement for the process by presenting it as a way for the school community to take an in-depth look at what is working and what needs improvement. Staff, parents, and students were placed into focus groups based on their preferences and to ensure all departments were represented in each group.

At monthly staff meetings, Principal Matt Campbell led staff through activities to determine shared values across staff. From the staff-wide values, a smaller group met to draft the mission statement and critical learner outcomes. At a staff meeting, staff gave input on the mission statement and evaluated the critical learner outcomes. A smaller group convened again to finalize both.

At a staff meeting, the whole staff analyzed the profile data through the lens of the mission statement and critical learner outcomes to identify the critical learner needs. The staff analyzed the critical learner needs to be sure they are closely aligned with the Single Plan for Student Achievement Goals.

Over the course of the spring of 2016, focus groups and home groups continued their analysis of the schoolwide program, identifying areas of strength and areas of growth. The natural outcome of this work was the school's Action Plan that will guide and focus the development, structure and analysis of work in the coming years.

In the spring of 2016, Self-Study Coordinator Amy Geotina was promoted to part-time Associate Principal. The administration team felt strongly that the WASC Focus on Learning process should be teacher-led, so sought teacher leaders to fill the role vacated by Geotina. In the fall, Social Studies Teacher Dave Bremer and Math Department Chair Mark Lewis took over as Self-Study Coordinators.

The focus groups continued their work during the fall of 2016. After each group had a chance to identify the areas of strength and areas of growth, schoolwide areas of growth were identified and these helped guide the Action Plan development process.

## Chapter I: Student/Community Profile and Supporting Data and Findings

### General Background and History

#### *Community*

Las Lomas High School is located in downtown Walnut Creek, California, a city of 66,900 (2013, City Data) located east of Oakland, California. Ethnically, Walnut Creek is predominantly white (71%), with significant Asian (13.8%) and Hispanic (8.8%) populations. Median household income for the city is \$75,759 (2013, City Data). Citizens of Walnut Creek are well-educated: 98% have at least a high school diploma; 62% have at least a Bachelor's degree; and 23% have a graduate degree.

The Las Lomas community has a long tradition of active involvement in the school, and through contributions of time and donations, Las Lomas parents continually demonstrate their dedication to preserving the school's standards of excellence and commitment to enhancing campus life. Parents actively participate through a variety of groups such as the Walnut Creek Education Foundation (WCEF), the Las Lomas Parent Teacher Student Association (PTSA), the Performing Arts Foundation (PAF), and the Athletic Boosters. Annually, WCEF and PTSA set and meet ambitious fundraising goals to help fund additional class sections and support programs throughout the school, like science and visual arts.

Like the PTSA, the PAF also makes significant contributions on campus. The foundation provides music and theater arts teachers with physical and monetary assistance in many areas, including hiring professional coaches and specialists to conduct clinics, providing scholarships for music and performance tours, repairing and maintaining equipment, providing event publicity and venue preparation, and planning and coordinating field trips and receptions. Additionally, the PAF recognizes and rewards outstanding students for musical and theatrical achievements with scholarships.

The Boosters organization helps maintain strong athletic programs through annual fundraising efforts that support ongoing expenses and capital improvements. In 2015-2016, they fundraised for and donated time and expertise for the installation of a new scoreboard for the stadium.

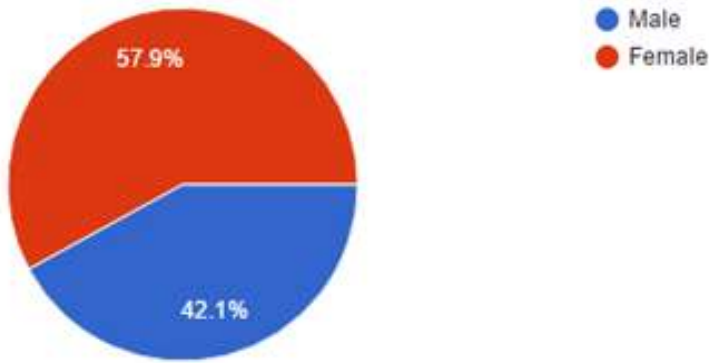
The City of Walnut Creek is an active partner with Las Lomas. Annually, the city provides a \$20,000 grant to partially fund the Mental Health Intervention Specialist position. In 2014, the City of Walnut Creek and the Walnut Creek Police Department added two School Resource Officer (SRO) positions, one for each of the two comprehensive high schools in the city. The role of the SRO is to ensure campus safety and promote positive relationships between students and police. Officer Drew Olson has served as Las Lomas' SRO since 2014. He acts as a visible, active law enforcement figure on campus dealing with any law-related issues. He also gives presentations on a variety of topics to educate students, parents and staff about pertinent issues such as drug use and social media. In addition, he works with the partner elementary and middle schools and, as such, is able to provide continuity to the students.

Local businesses are involved with Las Lomas as well. Whole Foods, Las Lomas' next door neighbor, regularly provides food for the staff. Many restaurants and retail stores in Walnut Creek provide coupons and items for fundraising events. In addition, local businesses support Publications and Journalism through ads. Because Las Lomas is located near downtown Walnut Creek, there are many interactions between our students and the community. The foundations, primarily WCEF, serve as the primary link between Las Lomas and the Walnut Creek business community.

#### *Staff*

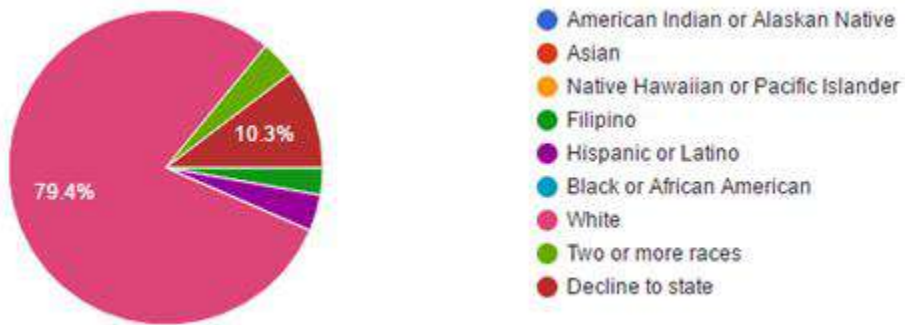
The Las Lomas staff is comprised of 90 certificated staff and 18 classified staff, including 3.6 administrators, 5 full-time academic counselors (307 students/counselor), a full-time school psychologist, a 0.8 FTE nurse and 2 part-time Mental Health Intervention Specialists (40 hours total per week).

#### **Staff Gender**



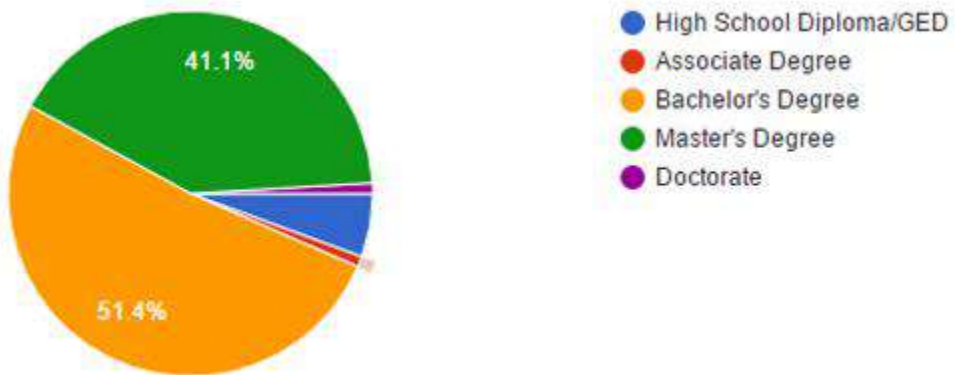
Both certificated and classified personnel are predominantly female.

**Staff Ethnicity**



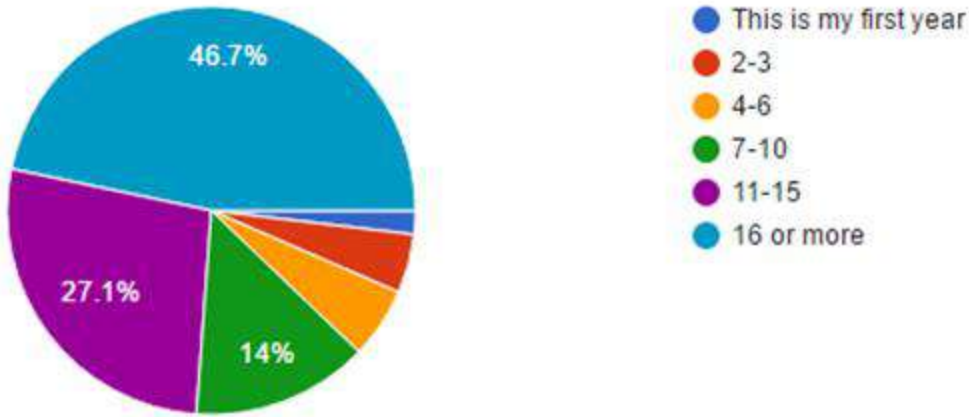
Staff is predominantly white, which is significantly less diverse than the student population.

**Staff Education**



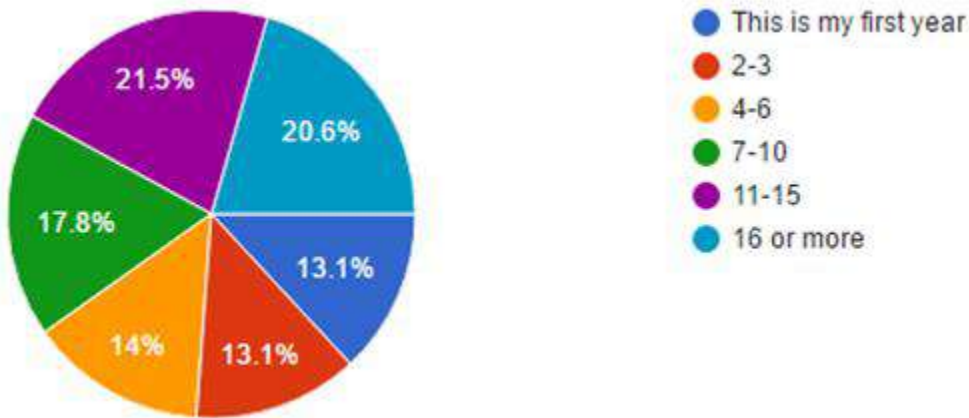
As a whole, the certificated and classified staff is well-educated.

**Staff Experience in Their Current Position**



Nearly 75% of staff has worked professionally in their current field for more than a decade, bringing a wealth of knowledge and experience to Las Lomas.

**Staff Experience at Las Lomas**



More than half of the staff has been at Las Lomas for 7 or more years. This consistency provides significant stability for students and programs.

**Administrative Team**

Las Lomas High School is led by an administrative team that includes Principal Matt Campbell and 2.6 FTE Associate Principals. Dr. Matt Campbell has served as Las Lomas’ principal since 2010. Amanda Renno has served as Associate Principal since 2012. While Dr. Campbell and Ms. Renno have been relative constants, the other Associate Principal positions have rotated frequently, no other Associate Principal staying more than 2 years during that time. After teaching science at Las Lomas for six years, Amy Geotina was promoted to 0.6 FTE Associate Principal for this year. David Granzotto, a seven-year veteran teacher, rounds out the administrative team. The turnover in administrative teams has proven challenging at times as staff and the community gets to know the new administrators and they get to know the school.

*ACS WASC Accreditation History*

Mission Statement: We engage all students in relevant and rigorous learning and foster connections in a caring community in order to develop well-rounded individuals.

Las Lomas has been fully accredited since it opened in 1951. The last four accreditations have been 6-year accreditations. In 2011, the accreditation included a 3-year review, which was carried out during the 2013-2014 school year. Together with the LCAP and the SPSA, the WASC Action Plan helps

guide the ongoing process of improving student learning.

*Program Improvement Status*

In 2012, the last year California issued API scores, Las Lomas earned an API of 874 after six years of steady improvement. Las Lomas is not in Program Improvement.

*LCAP Needs and Goals*

The Acalanes Union High School District offered a variety of opportunities in February, March, April, and May 2013 for community, parents, students, and staff to develop an understanding of the changes with the shift to the Local Control Funding Formula and the Local Control Accountability Plan and these stakeholders were given an opportunity for input. Specifically, sessions were scheduled to review the change with LCFF and highlight District data in each of the required metrics and by each required subgroup.

Specifically, the following data were presented:

- Williams Complaint Data
- Status of District Facilities
- Status of Standards Aligned Instructional Materials
- Status of Fully Credentialed, "Highly Qualified" Teachers and Staff
- Advanced Placement Course Access, Enrollment and Achievement
- Academic Performance Index as a Measure of Student Achievement
- UC/CSU Entrance Requirement Achievement and EAP
- CELDT Achievement
- "D and F" Academic Grades Issued
- CAHSEE Achievement
- Satisfactory Progress toward Graduation
- English Learner reclassification rates
- English Learner progress toward English proficiency
- Student discipline (suspension and expulsion) data
- Cohort Graduation and Dropout Data
- Student Attendance Rates
- School Connectedness (CHKS Data)

The attendees of the stakeholder meetings provided input on district plan priorities in the broad "State Priority" areas of Learning Conditions, Student Outcomes and Engagement. Lastly, input was sought regarding the district goals for our improvement efforts as well as actions to address the goals.

Parent and community meetings were held in each of the four communities of the district, including Walnut Creek. The superintendent presented slides to provide background information and data, and elicited input from groups and individuals. The authentic conversations and ideas that surfaced contributed significantly to the LCAP development.

The superintendent attended staff meetings at each comprehensive school site, including Las Lomas, to provide background information, the purpose of the LCAP, and set the stage for LCAP input. Within a week of that initial meeting, the superintendent visited each school site for a day to receive input on priorities, goals and actions to address Conditions of Learning, Student Outcomes and Engagement.

In addition to staff input meetings, the superintendent and members of his Executive Cabinet met with leadership from the Acalanes Education Association (AEA) and Service Employees International Union (SEIU) Local 1021, the two collective bargaining groups in the district. The district solicited bargaining unit interests.

The superintendent met with a group of 30-60 students at each high school to review the intent of the LCAP and elicit priorities for improvement under the State priorities framework. Additionally, the superintendent had a special meeting with approximately 50 students from the English Language Development Program at Las Lomas. He reviewed the changes and presented student data with a focus on English Learner data points. He then elicited input specifically targeted for improvement in the ELD Program and improved experience for the English Learners. The students were very engaged and provided substantial input.

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The superintendent reviewed the change in budget development with the State changes to the LCFF with each Advisory Committee, the District Coordinating Council, and the District English Language Advisory Committee. Further, he reviewed District data, State priorities, District Priorities for Sustained Excellence, goal areas and actions to further address the needs of students and targeted student populations.

The LCAP was reviewed and administrators were involved with the data review and plan development via the two District administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. Administrative Council consists of Cabinet and principals.

The District Mission and District Priorities for Sustained Excellence and Goals were considered in addition to the State Priorities for the development of the Plan. School Site Plans and the LEA Plan were reviewed and the LCAP is consistent with these plans. The School Site Single Plans for Student Achievement were updated in accordance with their cycle in December 2016, and the updates are in alignment with the LCAP.

The district has 6 goals outlined in the LCAP:

1. Recruit, develop and retain high quality certificated, classified and administrative staff;
2. Provide facilities and learning environments conducive to 21st Century learning opportunities;
3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness;
4. Expand course offerings and opportunities to promote access to rigorous, relevant and engaging curriculum;
5. Increase English Language Learner academic achievement;
6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students.

Within these goals, there are numerous identified needs. As the district is small (4 comprehensive high schools), all needs apply to all schools, including Las Lomas. These needs and their applicable metric(s) are outlined in the table below:

Identified Need	Metric
1a. High quality, caring and committed staff members are essential for District continuous improvement efforts 1b. The Williams case requires the district to maintain appropriately assigned and properly credentialed staff.	Maintain Williams compliance for appropriately assigned staff at 100%
1c. Continue robust professional development and teacher support as we transition to the new California standards, assessment system and learning opportunities in the classroom. 1d. Develop more consistent practices by staff (within schools and across the District) to address perceived inequity issues (curriculum, grading, SchoolLoop, counseling and college/career services, discipline)	Staff attendance at professional development activities
1e. Increase certificated staff “diversity” to become more representative of student diversity	Increase certificated staff “diversity” by hiring high quality teachers of color to increase their representation from 9% to 12% in 2016-2017 and 14% in 2017-2018 and 16% in 2018-2019.



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<p>2a. High quality facilities and technologies provide the optimal learning environment to support student learning.</p> <p>2b. The Williams case requires the District to maintain facilities in good repair.</p> <p>2c. Maintain the community investment in facilities (athletic and instructional).</p>	<p>100% Williams compliance-facilities maintained and in good repair</p>
<p>2d. Carefully implement and evaluate the value of 1:1 and “Bring Your Own Device” initiatives.</p>	<p>Student achievement and engagement data</p>
<p>2e. Address the growing enrollment and resulting campus crowding</p>	<p>Number of teachers moving classrooms</p>
<p>2f. Improve the wireless infrastructure and network reliability.</p>	<p>Data on reports of wireless network being down</p>
<p>3a. Graduating AUHSD seniors should be prepared for college and career.</p>	<p>Increase the percentage of students who complete UC/CSU entrance requirements or CTE education sequence from 73.1% (2014) to 75.1% in 2016 to 77.1% in 2017 to 79.1% in 2018.</p> <p>Increase the percentage of students who have passed an Advanced Placement examination from 39.5% (2015) to 42% in 2016.</p> <p>Increase the percentage of students considered college ready as measured by the Early Assessment Program by 5% from the 2015 baseline of 74.9% and 50.8% in ELA and Math, respectively, to 76.9% and 55.8%.</p>
<p>3b. High quality instructional materials provide essential support for student learning.</p> <p>3c. The Williams case requires that students have access to standards-aligned instructional materials.</p>	<p>100% Williams compliance-standards-aligned instructional materials</p>
<p>3d. Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in English Language Arts/Literacy.</p> <p>3e. Students need an understanding of and the ability to apply the knowledge and skills associated with the new California Standards in Mathematics.</p> <p>3g. Support for transition to new California standards (PD, time, materials).</p>	<p>Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 5% from the 2015 baseline of 85% to 90% in 2016.</p> <p>Increase the percentage of students achieving “Meets” or “Exceeds” standard in Mathematics as measured by the Smarter Balanced Assessment by 5% from the 2015 baseline of 70% to 75% in 2016.</p>
<p>3f. Parents and students are seeking strong college/career services.</p>	<p>College/Career advisor hours and use</p>
<p>3h. A broad-based interest was expressed in exploring alternative schedules.</p>	<p>School Day Task Force</p>

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3i. Support for culminating projects (WISE, senior project, project based learning, etc.)	Student achievement data on culminating projects
3j. There is an interest to maintain strong co-curricular and extracurricular programs.	Student participation rates
4a. Enrollment differences in Science, Technology, Engineering and Math (STEM) courses by subgroup have been analyzed. STEM courses can provide a challenging and rigorous curriculum and opportunities for student exploration of STEM related fields and careers.	Increase percentage of female students enrolled in STEM courses beyond basic graduation requirements by 3 percentage points from 58.9% of students to 61.9% (2016) to 63.9% (2018)
4b. Enrollment in some visual and performing arts programs has declined over recent years and there is an interest to maintain strong programs and opportunities in these areas.	Enrollment in visual and performing arts courses.
4c. Access to and success in Advanced Placement (AP) has proven to be an excellent predictor of college success. While the AP offerings across the District have expanded, there are still difference in access by school and across subgroups.	Increase the percentage of students who have passed an Advanced Placement examination from 44.8% (2014) to 46.8% (2016) to 48.8% (2017) to 50.8% (2018).
5a. All English Learner students must gain English fluency in order to obtain achievement potential.	Increase the percentage of non-advanced students who improved their achievement on the CELDT by at least one level by 2 percentage points from 53% (2014) to 55% (2016) to 57% (2017) to 59% (2018).
5b. Students and parents in ELD program are seeking less sheltered program and support for success in non-sheltered environment.	Increase the rate that English Learners are reclassified as Redesignated Fluent English Proficient to 8% (2016) to 12% (2017) to 16% (2018).
5c. Students and parents in ELD Program are seeking greater inclusion in school program.	Attendance at ELAC and EL Parent Meetings
5d. Students and parents in ELD Program are seeking improved communication between teachers/counselors/administrators and home.	Increase parent/guardian participation and involvement in the District English Language Advisory Committee by 50% from 8 (2014) to 12 (2017) to 16 (2018).
6a. School connectedness promotes academic engagement, motivation, and achievement, among other benefits such as lower health-risk behaviors. While District data are relatively high, the District will strive to maintain or increase school connectedness.	Increase "School Connectedness" as measured by the California Healthy Kids Survey instrument by 2 percentage point in the "High" level in Grade 9 and Grade 11.
6b. School attendance is essential for academic achievement and college/career readiness. While District data on attendance are relatively high, improvement can lead to improved success for chronically absent students.	Increase school attendance rate using three year average P2/ADA by 0.5 percentage points from 95.72 (2014-2015) to 96.47% (2016-2017) to 96.72% (2017-2018).  Decrease student chronic absenteeism rates by

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	0.5 percentage points from 7.1% (2014-2015) to 6.6% (2015-2016) to 6.1% (2016-2017) to 5.6% (2017-2018).
6c. Maintain high cohort graduation rate and low cohort dropout rate.	Maintain 98% graduation rate.
6d. Decrease school suspension and expulsion rate.	Decrease student suspension rate by 0.5 percentage points from 1.9% (2013-2014) to 0.9% (2016-2017) to 0.65% (2017-2018).

### School Program Data

#### *Regular Program of Study*

Over the course of four years, students must earn 240 credits in order to graduate, which averages out to six full-year courses per year. The school day is structured to allow up to seven classes per day, which allows students to pursue additional electives. Las Lomas offers 7 honors classes in a variety of disciplines: Honors Geometry, Honors Algebra II/Trigonometry, Honors Advanced Art, Honors English 3, Honors Spanish 4, Honors French 4, Honors Japanese 4. In addition, students have the opportunity to enroll in one or more of the 15 wide ranging Advanced Placement courses, such as AP Calculus AB/BC, AP Statistics, AP Biology, AP Chemistry, AP Physics C, AP Environmental Science, AP Art, AP English Literature, AP Human Geography, AP European History, AP US History, AP Government, AP Macroeconomics, AP Spanish 5, and AP French Language/Literature. While most advanced placement classes have recommended prerequisite courses of study, they are open to all students.

#### *Specialized Programs*

##### *Intervention Programs*

**English Learners:** All teachers on campus are certified to teach English Learners, either through their credential program or through a CLAD certification program. English Learners are placed into English Language Development classes according to their CELDT scores and scores on benchmark exams given by teachers. The designated ELD courses are broken into parts of the language: Reading, Conversation and Grammar/Writing. Students are placed into up to three sections at the appropriate level. This scheduling system has been used since the 2012-2013 school year after it was redesigned to better suit the needs of students. During the 2015-2016 school year, EL staff members expressed concern about the large number of students who are long-term English Learners, but aren't meeting RFEP criteria. To address this need, a new course is being piloted in the 2016-2017 school year, ELD 3. The hope is that students in this course will gain the additional skills needed to meet redesignation criteria.

**Title I Programs for SED and Students below Proficient:** Las Lomas continues to fund and promote a schoolwide tutoring program for students to receive additional help at lunch and after school in all disciplines. Through this program, different teachers make themselves available at different times to meet with students. Students may attend voluntarily, but are also recommended by teachers, parents and counselors.

Beginning in the 2013-2014 school year, Las Lomas sponsored tutoring nights in the week before finals. For two nights in the lead up to final exam weeks, teachers across multiple disciplines work with students to prepare for finals. Students who were earning a D or F going into the final exam period received an email invitation to attend these tutoring nights from Principal Matt Campbell. In 2015-2016, over 200 students attended.

From 2011-2014, 60 freshmen each year were placed into a combined English 1/World History class. Teachers at the middle school recommended students into this program who needed additional skills and support in order to be successful in high school. The English and World History teachers worked collaboratively with a Special Education teacher to support these

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students in skill building. While the early data on this program was promising, the logistics of the class proved too challenging. These students are now supported through our other support systems.

In the 2015-2016 school year, Las Lomas offered three literacy classes to offer support to struggling students. Two of the classes specifically served long-term English Learners who were not meeting reclassification criteria. As a result, six students were reclassified as English Proficient at the end of the year. The third literacy class targeted struggling students (as identified by their counselors) who needed additional support but were not served by an IEP. The literacy curriculum focuses on building skills through the work students are doing in their other courses.

**Students Designated with Special Learning Needs:** Students with IEPs are served by a staff of six case managers, who are fully credentialed Special Education Teachers, each with a caseload of 23-28 students. In addition, five Instructional Assistants are available to assist students. Each case manager has four sections of the Learning Skills course, where they work with students on their specific goals, and one section where they “push-into” a general education class to support the students with IEPs in that class. For the 2016-2017 school year, one case manager, Samantha Alexander, has all students with a reading IEP goal in a single section of Learning Skills so she can focus on those needed skills. We will examine its effectiveness at the end of the year based on progress on IEP goals.

In an effort to provide enhanced targeted instruction in core classes, we implemented and continue to schedule collaboration classes for our students with IEP's. Over the past five years, the collaboration classes have been offered in the following subjects: Geology, English 1, English 2, English 3, English 4, World History, US History, Government/Economics, Biology, Chemistry, Algebra A, Algebra B, and Algebra I. The collaboration classes consist of a certificated teacher credentialed in the subject area with instructional support from a resource teacher. The resource teacher provides instructional and tutorial support for the resource students in the collaboration classes.

We have also utilized our Instructional Assistants (IA's) as a group on campus that provides additional academic support for our resource students during the school day. All instructional assistants push-into at least one core classroom during the school day. IA's are assigned to a core class in a specific subject area and their role is to take notes on the curriculum covered during the lesson, work individually with resource students during the core class and to communicate to the rest of the resource department the curriculum covered during class.

Students with disabilities that impact learning who do not meet eligibility requirements for an IEP are served via 504 plans. During the last WASC visit, the district had one 504 coordinator who served all of the schools in coordinating the 504 plan revisions annually. During the 2013-2014 school year, responsibility for drafting 504 plans was transferred to the individual school sites. Since then, Las Lomas counselors and associate principals have worked together to evaluate students for eligibility and hold the annual review meetings. This switch has been a positive one, as students with 504 plans are now more closely monitored.

### *Online Instruction*

In January 2016, Las Lomas introduced Cyber High as an option for credit recovery through Fresno's Roosevelt High. This program, open to juniors and seniors who need credit toward graduation, gives students an alternative to summer school to meet graduation requirements. Overseen by certificated personnel, the program is self-paced. Students work in the computer lab one hour a day after school Monday through Thursday until they show sufficient progress, at which time they may work independently from home. The certificated personnel check in with these students to ensure adequate progress and administer necessary assessments. In 2015-2016, 26 students enrolled in Cyber High. Of these students, 20 completed 1 or more classes successfully while six did not complete a course. 8 students completed 2 or more classes. The program is continuing for the 2016-2017 school year, after which we will make a decision on its efficacy.

### *Focused Programs*

**Work Experience:** Seniors who are employed may participate in Work Experience, which

allows them to earn elective credit for the hours they are working. Students meet once a week to work through a curriculum including resume writing and employment communication. The teacher conducts visitations at the students' job sites and interviews employers to verify they are gaining useful skills.

**AGATE:** Acalanes Gifted and Talented Education is a semester-long program that juniors are recommended for and voluntarily participate in. All students may apply, not just those marked as GATE. Students study a geographic locale (ie, Monterey Bay), then make a weekend site visit as a class, perform an individual research project, and present their individual findings during an educational showcase. Students who participate find the program very valuable.

### *Extra-Curricular and Co-curricular Activity Options*

Las Lomas students have a wide variety of extra-curricular and co-curricular activity options available to them. One of the largest and most visible organizations on campus is the Leadership class. Students enrolled in Leadership meet daily during 4th period and have significant out-of-school commitments. The class has grown in recent years to a total of 60 for the 2015-2016 school year. Of those, 4 are elected school-wide ASB officers. Additionally, each class elects 4 class officers through a school-wide campaign. Incoming 9th graders are invited to apply for class office positions and are interviewed and appointed by the ASB officers. For the first time this year, all students who indicated they would like to be in Leadership were placed in the class. The Leadership Class hosts events for students throughout the year, including music on "Fun Fridays", 3-on-3 basketball tournaments, dodgeball tournaments, and week-long celebrations full of activities like Homecoming Week, Winter Week, and Spring Week.

Five sections of instrumental music are available, including Jazz Band, Concert Band, Wind Ensemble, Orchestra, and Symphonic Band. The bands produce and perform several shows per year. They also partner with other bands from near (ie, Walnut Creek Intermediate, the feeder middle school) and far (Philips Exeter Academy, Massachusetts). Students also have the opportunity to participate in competitions both in groups and individually. Teacher Kara Ravina (a Las Lomas alumnus) also schedules a destination performance (i.e. Disneyland) at least once every four years.

The drama department produces several theatrical shows during the year, as well, including a spring musical. Five sections of different levels of drama are available to students. In addition, two sections of stagecraft are also available, one with a focus on set-building and the other with a focus on costuming. In addition, the choir program has struggled to recruit new members as of late, but continues to sing on with one section and several performances throughout the year and an audition-only performance group called "Dulcinea" that performs for rallies and other school events.

Las Lomas participates in Contra Costa County sponsored educational programs, including Mock Trial, Model UN and Academic Decathlon. Students in the public speaking department participate in speech and debate competitions outside of school.

Over 1,000 students each year choose to participate in a CIF-sponsored sport. Las Lomas offers 14 varsity level sports to both boys and girls, many junior varsity level sports, and even several freshman only teams to provide additional athletic opportunities to athletes of many skill levels. In recent years, the swimming and water polo teams have consistently done well in North Coast Section competition. During the winter season of 2015-2016, the girls' soccer team won the NCS championship for the first time. Cross Country regularly qualifies for the State Championships and in 2014, Las Lomas had the individual girls' state champion. Each season of sport has at least one sport that does not make cuts; any student who comes out to play is included.

### **Demographic Data**

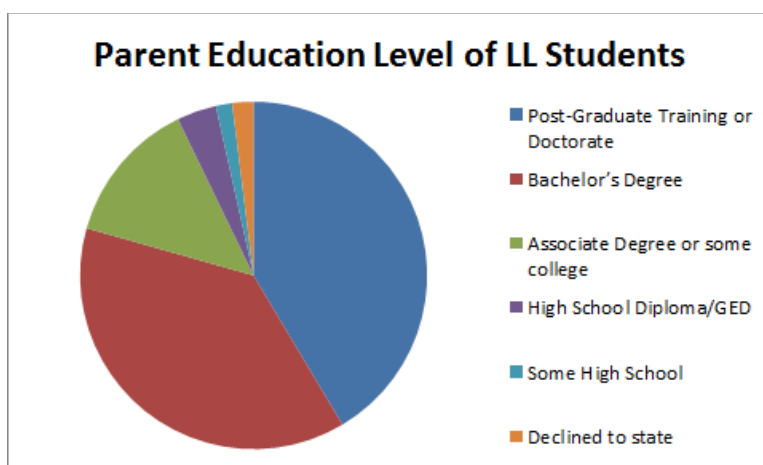
#### *Socioeconomic Status*

The socioeconomic status of the school can be represented by the percentage of students who are eligible for Free and Reduced Lunch and the education level of our students' parents.

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Students Eligible for Free and Reduced Lunch						
School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Students	1482	1522	1548	1541	1528	1530
Free or Reduced	84 (5.7%)	119 (7.8%)	177 (11.4%)	158 (10.3%)	124 (8.1%)	118 (7.7%)

*A significant number of Las Lomas students qualify for free or reduced lunch. Many of these students work outside of school to help support their families, limiting after school time available for extra-curricular activities and school work.*



Parent Education Level	Number of Students	Percentage of Students
Post-Graduate Training or Doctorate	629	41.4%
Bachelor's Degree	576	37.9%
Associate Degree or some college	204	13.4%
High School Diploma/GED	56	3.7%
Some High School	23	1.5%
Declined to state	30	2.0%
	1518	100%

*Approximately 80% of students come from a family where at least one parent has earned at least a Bachelor's degree.*

### Student Enrollment

Historically, Las Lomas' enrollment remains relatively constant over the course of the year, with roughly equal numbers of enrollments and withdrawals.

## Las Lomas High School ACS WASC/CDE Self-Study Report

### Students by Gender and Grade

	9th Grade	10th Grade	11th Grade	12th Grade	Total
Male	207	190	174	182	753
Female	193	181	208	201	783
<b>Total</b>	<b>400</b>	<b>371</b>	<b>382</b>	<b>383</b>	<b>1536</b>

The average class size is 380 students. Recent enrollment projections predict significant growth in the coming years, up to 1687 in 2019-2020. This growth will put added demand on the school's already strained resources.

### Students by Race/Ethnicity

Race/Ethnicity	Number of Students	Percentage of Students	Race/Ethnicity	Number of Students	Percentage of Students
Hispanic	176	11.5%	Other Asian	58	3.8%
Chinese	71	4.6%	Filipino	65	3.5%
Japanese	25	1.6%	Black or African American	47	3.1%
Korean	31	2.0%	White	998	65.0%
Asian Indian	37	2.4%	Other/Blank	31	2.0%

The student population is predominantly white with significant student populations that are hispanic or Asian.

### Students by Home Language

Home Language	Number of Students	Percentage of Students
English	1160	75.5%
Spanish	81	5.3%
Russian	43	3.0%
Farsi	28	1.8%
Mandarin	24	1.6%
Other	200	13.0%

While Spanish is the most common language other than English spoken in the homes of students, Las Lomas students speak over 30 unique languages at home.

### Students by Language Fluency

**Las Lomas High School ACS WASC/CDE Self-Study Report**

<b>Language Fluency</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
English Only	1172	76.3%
Initially Fluent English Proficient	137	8.9%
English Learner	69	4.5%
Reclassified Fluent English Proficient	158	10.3%

Through the 2015-2016 school year, Las Lomas was the district's magnet school for English Learners because by pooling the students, it was possible to provide a more robust program. Concerned about best serving students, this practice was discontinued beginning this year and English Learners are educated in their neighborhood school. In addition, the criteria for reclassification was changed in the fall of 2015, which allowed over 30 students to be reclassified as English proficient during the 2015-2016 school year.

*Students by Program*

<b>Program</b>	<b>Number of Students 2015-2016</b>
Acalanes Gifted and Talented Education	15
Cyber High	26
Advanced Placement (at least one course)	535

*9th Grade Math Course Enrollment*

Incoming 9th graders are typically placed into a math level based on the recommendation of their middle school math teacher. However, Las Lomas has an open enrollment policy that allows parents to enroll their student in the level they feel is appropriate. Students who are not ready for the rigor of high school Algebra I may enroll in the two-year Algebra A/B sequence that covers the Algebra I course content at a slower pace. Common Core Algebra 1 was implemented in 2015-2016 to coincide with the first group of students that had received Common Core Math 8. The change in math sequence in the middle school resulted in a significant shift in distribution of 9th grade math course selection, taking many students off the sequence that leads to Calculus. To allow for students to advance their math, students who performed well in Algebra I were allowed to take Geometry for advancement during Summer 2016. Common Core Geometry was implemented in 2016-2017.

<b>9th Grade Math Course Enrollment</b>			
<b>Course</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Algebra A	77 (19.5%)	42 (11.2%)	61 (15.4%)
Algebra B	----	1 (0.3%)	----
Algebra I	106 (26.8%)	231 (61.4%)	233 (59.0%)
Geometry	160 (40.5%)	39 (10.4%)	28 (7.1%)



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Honors Geometry	40 (10.1%)	62 (16.5%)	70 (17.7%)
Algebra 2	4 (1.0%)	----	----
Algebra 2/Trig	5 (1.3%)	1 (0.3%)	3 (0.8%)
Honors Alg 2/Trig	3 (0.8%)	----	----

**Student Discipline**

Positive behavior is emphasized by administrators and teachers. Each year, administrators visit individual English classes during the first two weeks of school to review the student handbook, which outlines the rules of the school. There is a very clear discipline matrix laid out for consequences of breaking school or Ed Code rules. Whenever possible, other means of correction are used to correct behaviors. Suspensions are used judiciously. Suspensions may be anywhere from one to five days in length. If a student is found to be under the influence of a controlled substance and it is their first offense, a reduced suspension is offered when paired with the Brief Intervention program, which is run by the Mental Health Intervention Specialist.

Beginning in the 2014-2015 school year, the Walnut Creek Police Department assigned a full time School Resource Officer based at Las Lomas. Officer Drew Olson works closely with administrators, counselors, teachers, and directly with students to grow positive student-police relationships. The administration takes care to ensure that he does not get involved in discipline situations that do not require police presence.

Suspension Data by Ethnicity						
	2013-2014		2014-2015		2015-2016	
	Percentage of School's Suspensions	Percentage of School's Population	Percentage of School's Suspensions	Percentage of School's Population	Percentage of School's Suspensions	Percentage of School's Population
Asian	9.1%	13.4%	5.9%	13.5%	----	12.8%
Black	----	3.5%	11.8%	3.5%	13%	3.6%
Filipino	3.0%	4.4%	----	4.5%	----	4.6%
Hispanic	24.2%	8.9%	11.8%	10.4%	13%	10.7%
White	63.6%	74.3%	70.6%	72.7%	73%	72.6%
TOTAL	33	2.0%	17	1.1%	30	2.0%

*Two percent or less of the student body has been suspended each of the previous three years. Hispanic students are consistently overrepresented in suspensions, though to a lesser degree in the last two years. A sharp drop in the number of drug-related suspensions from 2013-2014 to 2014-2015 is likely due in part to the presence of the School Resource Officer beginning in the 2014-2015 school year. The increase in suspensions seen in 2015-2016 is likely due in part to a challenging tone set at the beginning of the school year, when there were two fake bomb threats that led to whole school evacuations.*

## Data on Addressing the Eight State Priorities

### 1. *Conditions of Learning*

All teachers (100%) are appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching. All teachers (100%) have met the highly qualified teachers' requirements of the Elementary and Secondary Education Act.

There are no teachers with National Board Certification. There are no teachers (0%) instructing outside their credentialed areas.

All teachers (100%) have CLAD certification or were hired with the CLAD requirement completed during their teacher credentialing program. With roughly 20% of the student population designated as English Learner or Redesignated Fluent English Proficient, it is important that all teachers have the skills to meet the needs of these students.

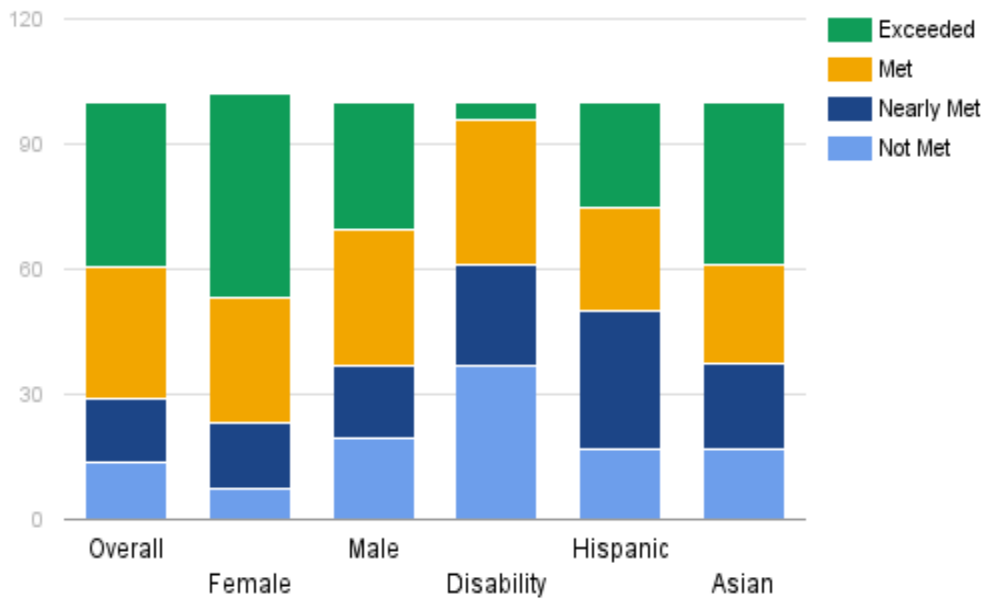
All staff participates in regular professional development. The school day is designed with a late-start Wednesday schedule to accommodate weekly time for staff meetings, departmental meetings and active collaboration. In addition, there are three days in the work year designated for staff development. The district offers a wide variety of additional professional development opportunities, including paid summer opportunities, after school opportunities, pull-out days, and two "buy-back" days during the school year. Las Lomas supports teachers who want to attend off-site workshops and conferences through the School Site Council budget and principal's discretionary budget. Over the past three years, over half the staff has attended additional professional development opportunities beyond their contracted days.

All pupils have access to standards-aligned instructional materials in core and elective courses.

The school facilities are maintained in good repair. Work orders submitted to the district maintenance office are handled in priority order, with those issues directly affecting student learning addressed first. There are currently 6 science classrooms that meet UC a-g requirements for laboratory time, chemical storage, and facilities. A seventh classroom is was constructed during the 2015-2016 school year and opening in November 2017.

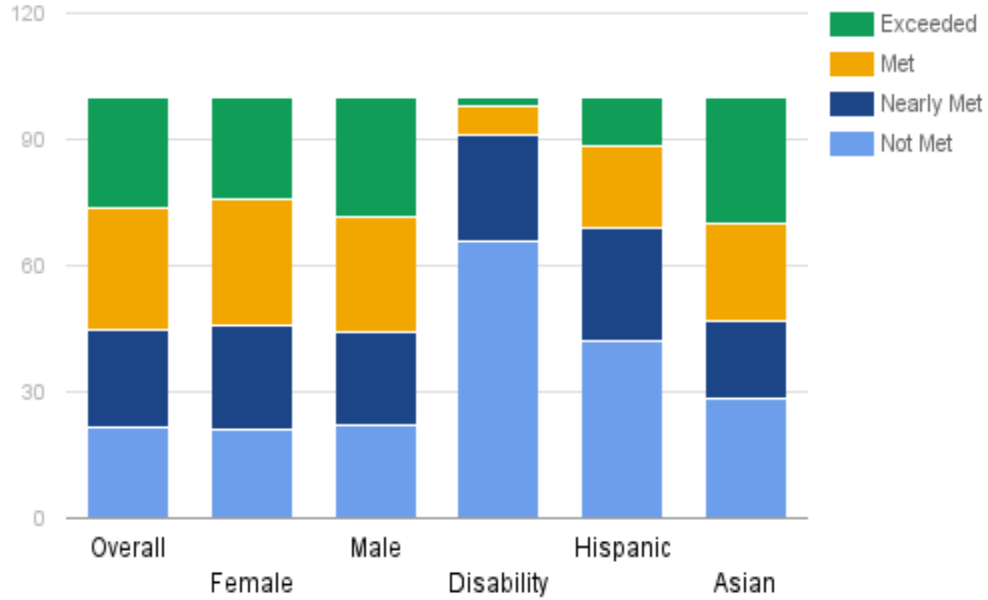
**2. Pupil Achievement Outcomes**

**2015-2016 CAASPP ELA Performance**



Overall, 71% of Las Lomas students met or exceeded the ELA standards. When disaggregating the data, it is clear that students with learning disabilities do not meet or exceed the standards at the same rate as those without identified learning disabilities. In addition, achievement levels of Hispanic and Asian students are lower than the school's average.

2015-2016 CAASPP Math Performance



Overall, 55% of Las Lomas students met or exceeded the Math standards. When disaggregating the data, it is clear that students with learning disabilities do not meet or exceed the standards at the same rate as students without identified learning disabilities. In addition, achievement levels of Hispanic and Asian students are lower than the school's average.

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CST Test Data

	2012					2013				
	% Adv	% Prof	% Basic	% Below Basic	% Far Below Basic	% Adv	% Prof	% Basic	% Below Basic	% Far Below Basic
<b>CST English-Language Arts</b>										
9	58	29	10	3	1	57	31	10	2	0
10	61	21	10	5	3	46	31	18	4	2
11	48	28	17	3	4	52	25	15	4	5
<b>CST Algebra 1</b>										
9	5	21	36	29	9	2	22	35	34	7
10	0	27	22	31	20	0	9	36	38	17
11	0	0	32	30	13	0	11	17	33	39
<b>CST Geometry</b>										
9	34	48	13	4	0	34	47	16	3	1
10	6	34	36	22	2	2	24	50	23	2
11	0	9	28	56	7	0	5	38	43	14
<b>CST Algebra II</b>										
10	27	40	27	5	1	20	40	28	9	3
11	2	17	42	31	8	1	11	32	31	26
<b>CST Summative High School Mathematics</b>										
11	17	40	32	10	1	21	37	29	12	1
<b>CST World History</b>										
9	43	28	18	4	7	52	27	13	4	4
10	20	7	40	7	27	21	14	43	7	14
<b>CST US History</b>										
11	50	30	12	4	5	54	23	14	4	5
<b>CST Grade 10 Life Science</b>										
10	62	22	10	2	4	60	20	14	4	1
<b>CST Biology</b>										
9	78	16	6	0	0	74	23	3	0	0
10	42	29	22	4	3	24	37	29	6	4
11	46	41	6	3	3	48	35	10	4	2
<b>CST Chemistry</b>										
9	-	-	-	-	-	49	39	13	0	0
10	57	36	6	0	1	25	34	30	9	3
11	31	39	26	4	0	36	36	21	5	2
<b>CST Earth Science</b>										
10	-	-	-	-	-	25	40	27	5	3
11	17	36	31	8	7	32	36	24	5	3
<b>CST Physics</b>										
10	-	-	-	-	-	79	16	5	0	0
11	84	16	0	0	0	78	18	4	0	0

*Student performance on end of course math tests shows clearly that students who come from middle school with strong math skills continue on the same trajectory and do well. Students who are recommended for lower level math classes continue to struggle. The Math department needs to work on supporting students with low math skills, continuing to provide support and explore additional support*

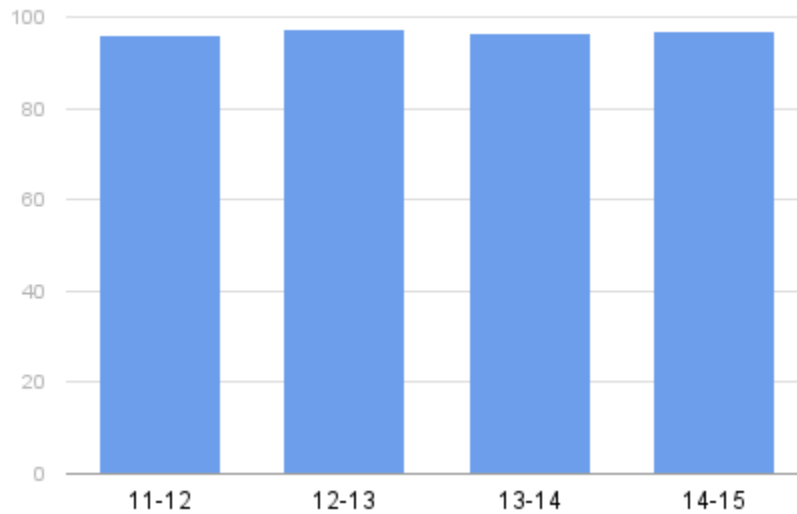
opportunities, as well as partner with the feeder district to ensure that incoming students have the foundation needed to be successful.

**CAHSEE Test Data  
10th Grade Passing Rate**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>ELA</b>	94%	95%	94%	96%	94%
<b>Math</b>	95%	95%	95%	98%	95%

The CAHSEE passing rate was consistently high. Of the students who did not pass on their first try, almost all passed by graduation.

**Cohort Graduates**



Cohort Graduates by Race/Ethnicity			
	2012-2013	2013-2014	2014-2015
Asian	87.5%	86.7%	94.2%
Black	100%	100%	85.7%
Filipino	100%	100%	100%
Hispanic	100%	95.5%	93.3%
White	98%	98%	98.3%
<b>TOTAL</b>	<b>97.3%</b>	<b>96.3%</b>	<b>96.9%</b>

Nearly all students, regardless of race or ethnicity, graduate with their cohorts. The overall cohort graduation percentage has remained between 95 and 97%, varying slightly year to year.

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Graduates meeting UC/CSU Course Requirements						
Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	61.5%	65.7%	64.1%	64.1%	65.9%	N/A

*The percentage of graduates meeting UC/CSU Course Requirements by graduation has remained between 64 and 66% for several years. Those students who graduate from Las Lomas without meeting the UC a-g requirements are usually credit-deficient in either math or languages other than English due to the difference in graduation requirements and UC/CSU entrance requirements.*

Graduates meeting UC/CSU Course Requirements, by Ethnicity			
	2012-2013	2013-2014	2014-2015
Asian	75%	70.5%	64.2%
Black	42.9%	42.9%	33.3%
Filipino	57.1%	75%	72.7%
Hispanic	31.8%	40%	53.5%
White	73.4%	66.4%	68.7%

*White students are meeting the UC/CSU entrance requirements at a higher rate than students of color, particularly Black and Hispanic students.*

Graduates meeting UC/CSU Course Requirements, by Gender			
	2012-2013	2013-2014	2014-2015
Female	65.3%	73.7%	72.3%
Male	66%	54.2%	60.1%

*Female students are meeting the UC/CSU entrance requirements at a higher rate than male students.*

Post Graduation Plans			
	Class of 2014	Class of 2015	Class of 2016
4-year College	57%	57%	61%
2-year College	38%	38%	36%
Other (Military, Gap Year, Working)	5%	5%	3%

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*More than 95% of graduates plan to attend college immediately following graduation from Las Lomas.*

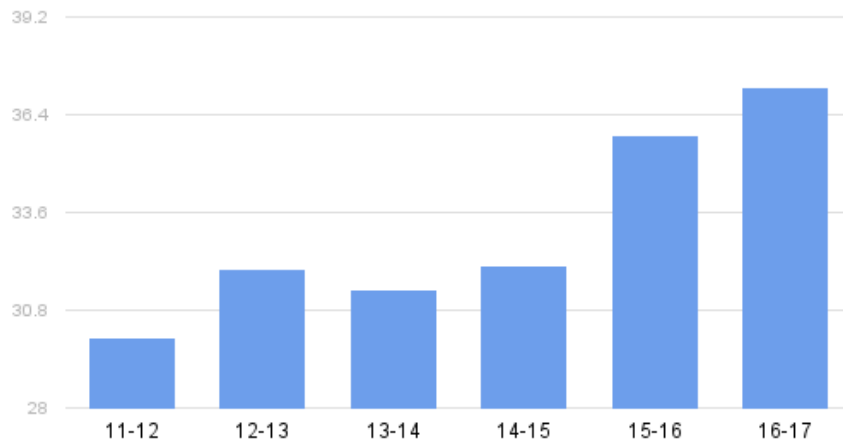
College Readiness (Based on CSU Enrollees)			
	Class of 2012	Class of 2013	Class of 2014
College Ready in English	93%	87%	96%
College Ready in Math	93%	90%	89%

*A significant majority of the students who enroll at CSUs immediately following graduation are determined to be college ready in both English and Math.*

College Graduation Time (Based on CSU Enrollees)			
	Class of 2007	Class of 2008	Class of 2009
4 years or less	28%	29%	33%
5 years or less	67%	55%	67%
6 years or less	69%	62%	72%

*Over the past three years, 68% of Las Lomas High students graduated from a CSU campus within six years.*

**Percentage of Students Taking at Least One AP Course**



*The percentage of students taking at least one AP course has increased, particularly in the past two years.*

**Percentage of Passing AP Scores (3 or above)**

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016



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84%	88%	85%	84.9%	87%	
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*Despite an increase in the number of students taking AP courses and the number of exams taken, the passing rate has remained fairly steady. Students who are challenging themselves to take AP courses are generally successful.*

AP Course Representation by Subject and Gender						
	2014-2015		2015-2016		2016-2017	
	Male	Female	Male	Female	Male	Female
English	37.5%	62.5%	40.4%	59.6%	24.5%	75.5%
History	51%	49%	47.1%	52.9%	41.8%	58.2%
Language	36.4%	73.6%	23.2%	76.8%	20.4%	79.6%
Math	53.1%	46.9%	59.8%	40.2%	50%	50%
Science	50.6%	49.4%	47.3%	52.7%	47.6%	52.4%
VAPA	18.2%	81.8%	38.9%	61.1%	5.3%	94.7%
CompSci	N/A	N/A	N/A	N/A	89.7%	10.3%

*Females take AP courses at higher rates than males with the exception of Computer Science.*

**SAT Results**

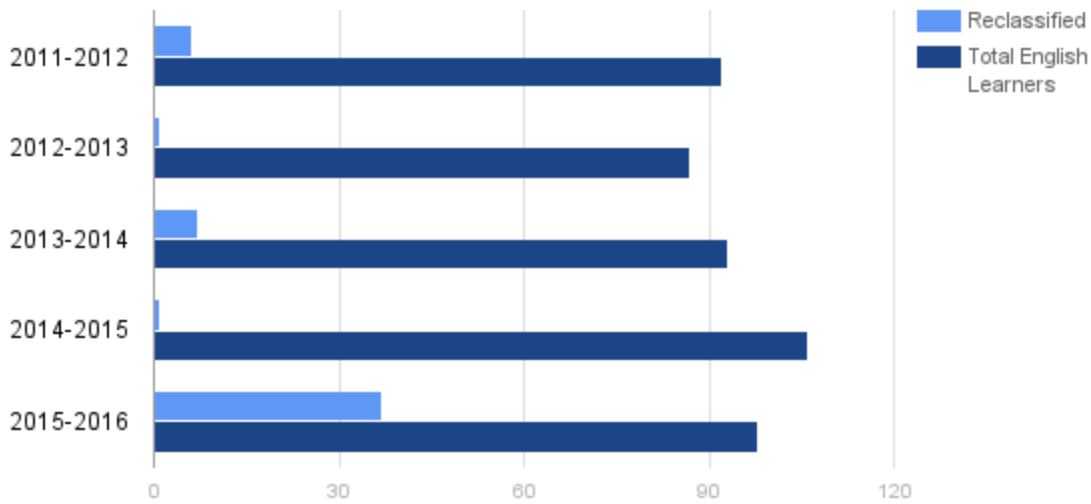
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>% Taking</b>	69%	61.8%	64.9%	59.5%	62.5%	N/A
<b>Average Score</b>	1707	1731	1714	1759	1679	N/A

**ACT Results**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>% Taking</b>	31.0%	32.9%	32.8%	27.0%	33.0%	N/A
<b>Average Score</b>	25	25	26	26	26	N/A

*Las Lomas students continue to perform well on national exams, significantly better than the average SAT score (1490) and ACT score (21).*

### Number of English Learners Reclassified



Most of the English Learners at Las Lomas arrive in the United States either at the beginning of high school or at some point during high school. Until the 2015-2016 school year, the district's reclassification criteria was very strict and very few students qualified for reclassification. In September 2015, the reclassification criteria was relaxed and a large number of students who had not been enrolled in ELD classes who were already accessing the general education curriculum were able to be reclassified as Fluent English Proficient.

Much of the focus over the past six years has been on student achievement data, particularly students earning D and F grades at the end of semesters.

Students with at least 1 D or F at the end of 2nd Semester, by Subgroup						
	2013-2014		2014-2015		2015-2016	
Subgroup	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
Female	132	18.1%	123	16.4%	112	14.9%
Male	223	29.1%	215	28.5%	201	27.1%
9th Grade	95	23.6%	96	24.4%	81	21.5%
10th Grade	89	24.1%	76	19.3%	88	23.1%
11th Grade	105	28.3%	81	22.8%	66	17.3%
12th Grade	66	18.6%	85	23.6%	78	21.9%
504	15	35.7%	24	40.0%	23	30.7%
Sp. Ed.	69	53.5%	74	52.1%	70	50.7%

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EL	42	48.8%	44	41.9%	36	59.0%
RFEP	27	25.2%	34	34.0%	45	30.6%
Hispanic	64	48.1%	71	45.2%	63	39.6%
Black	21	44.7%	22	44.9%	18	36.7%
Asian	32	16.2%	28	14.0%	30	16.0%
White	216	21.0%	190	18.9%	176	17.6%
<b>TOTAL</b>	<b>355</b>	<b>23.7%</b>	<b>338</b>	<b>22.5%</b>	<b>313</b>	<b>20.9%</b>

*Efforts by teachers to ensure that all students are achieving is shown by the steady decline in percentage of students earning a D or F at the end of the second semester. Students who are part of particular subgroups, such as those with 504 plans, Special Education students, EL, RFEP, Hispanic and Black, are overrepresented in terms of percentage of students earning a D or F.*

### 3. Engagement Indicators

Overall, student and parents are very engaged in their (or their students') education at Las Lomas High School. Both the district and the school engage parents in decision-making through open forums, like the superintendent's LCAP presentations and the principal's monthly "Mornings with Matt" meetings. School and District personnel engage English learner parents through the English Learner Advisory Committee meetings.

By most engagement indicators, Las Lomas students are engaged. The graduation rate is 95% or greater while the dropout rate has remained less than 2%. Less than 2% of the students are suspended each year and expulsions remain at 0.

### Schoolwide Learner Outcomes

To develop the schoolwide learner outcomes, staff began by reviewing the Expected Schoolwide Learner Results from the WASC report from 2011 and found them to be largely still applicable. During a staff meeting, staff members worked in small groups to refine the statements. A final draft was sent out to all stakeholders for review before being finalized.

What all students should know, understand, and be able to do upon graduation from Las Lomas High School:

1. Be responsible individuals who:
  - Take ownership for their own behavior and meet school expectations
  - Learn and apply effective study skills
  - Value diversity and equity
  - Make healthy lifestyle choices
  - Establish and accomplish student-centered goals
  - Encourage and develop self-advocacy skills
  
2. Acquire common core of academic and career/technical knowledge:
  - Meet or exceed Acalanes Union High School District content and skill standards
  - Develop skills necessary to demonstrate technological competency
  - Develop creative expression through art

3. Demonstrate complex thinking skills:

- Apply, analyze, synthesize, model, and evaluate
- Demonstrate problem solving, decision-making, conflict resolution, and collaborative skills
- Integrate knowledge across the disciplines

4. Communicate effectively:

- Demonstrate concise speaking and writing
- Read for understanding
- Actively listen
- Work effectively in collaborative groups

With a cohort graduation rate of more than 95% for the past four years, it is clear that students are acquiring a common core of academic and career/technical knowledge (SLO #2). Based on recent CAASPP data showing 71% are meeting or exceeding standards in English Language Arts, there is a need to focus more in the areas of complex thinking skills (SLO #3) and communication (SLO #4).

**Perception Data**

As part of the WASC process, Las Lomas administered a student survey in January 2016 to students, parents and staff members. The survey consisted of 40 statements that stakeholders responded to on a 5 point agreement scale from “Strongly Agree” to “Strongly Disagree.” The statements were consistent across all three stakeholder groups for ease of comparing data. Over 80% (1274) of the student body responded to the survey. The parent survey link was sent out through the weekly newsletter and received 378 responses. The staff results include data from 58 responses. The survey results highlighted areas of strength and areas of growth.

One area of strength is that over two-thirds of students feel connected to at least one adult on campus. This is a data point that is seen echoed in California Healthy Kids Survey data.

An area of growth is seen in the homework data; while teachers feel homework is valuable, parents and students need more direct communication about its usefulness.

## Chapter II: Progress Report

Las Lomas High School completed the last full WASC visit in March 2011, at which time the school received a six-year term of accreditation with a mid-cycle review. The Las Lomas community strongly supported the action plans that were tied to the schoolwide critical areas and student goals as indicated by the six-year and three-year visiting committees. Since then, there have been several significant developments which have had a major impact on Las Lomas as a school community. These include the following:

- A. The English Language Development (ELD) Department has undergone significant changes as a result of the professional development with Kevin Clark Consulting (KCC). KCC has provided intensive training for ELD Department members and provided support for several individual SDAIE teachers. A KCC consultant has provided support and training through reviewing best practices, classroom observations, and follow-up one on one meetings with teachers individually and in small groups. In addition, the ELD Department Chair uses a fully funded release period to continue to train and coach new ELD teachers and promote best practices and strategies with all ELD and SDAIE teachers.
  
- B. For the past two years the Acalanes Union High School District has sent teams from each school to the Stanford-based Challenge Success Conference for training and coaching support as each school works to address student and staff stress. As a result of the training, the Challenge Success team has facilitated school wide activities to address the sources of student stress and examine the school climate. The Las Lomas Challenge Success team consists of the administrators, teachers, students, and parents. After attending the Stanford conference, the team led discussions with staff and students using a stress tree activity to identify key symptoms and causes of student stress. The top areas of student stress identified by staff were parents/home life, demanding class schedules, pressure for college admissions, and peer pressure to succeed. To further gather student input, a panel of students participated in a "fishbowl" activity where students openly shared their experiences at Las Lomas. The "fishbowl" was facilitated by two Las Lomas teachers and 12 students responded to questions while staff listened to their discussion. At a following meeting, staff discussed our school's core values and a wordle was created at that time. The core values wordle led into a series of staff, department and small group meetings to develop a new mission statement. An additional outcome of the stress tree was the Challenge Success team decided to focus on a few specific areas to address student wellness. The Las Lomas community participated in a Homework Awareness Week last year. Staff were asked to evaluate and gather feedback from students on the effectiveness of their homework practice. Students reflected on their study skills and discussed methods to efficiently and effectively review curriculum. As a result of the awareness week, staff members are re-thinking and making some shifts in their homework assignments, such as having students complete a brief google forms survey on their perceived relevance of the assignment and the time it took to complete the work. Other issues that came to light during the awareness week included students needing some additional support in the areas of study skills and managing the use of devices during study time.

The parent and student groups each sponsored activities during the school year to emphasize student wellness. The principal and PTSA president collaborated on a book club. The PTSA book club read *Teach Your Children Well* by Madeline Levine which enabled rich discussion focusing on developing a safe environment to foster the growth of well-rounded individuals. The student group focused on study skills and wellness during winter finals through several activities. Students organized therapy dogs to visit campus and provided hot cocoa before finals. Students made posters emphasizing good study habits that were placed in the hallways on campus.

A significant implication of the Challenge Success Program was the formation of a district wide task force consisting of stakeholders from all school sites to examine the bell schedule. An outcome of the discussions was the development of a modified block schedule to begin in the fall of 2017. The primary motivation of transitioning to a modified block schedule is to decrease daily student

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homework, increase opportunities for students to explore content deeper, and build into the schedule student support time in the form of intervention periods.

Our school goal for the 2016-17 school year is to continue our focus on fostering a balance between the pressures of school, family and extracurricular activities. The staff is piloting a school-wide testing schedule, increasing staff empathy of the student experience and continuing to examine the rigor and relevance of each homework assignment. Staff are participating in professional development trainings to support the upcoming transition to a modified block schedule. An additional five optional professional development days have been added to the school calendar exclusively for teachers to prepare for teaching effectively in 90 minute blocks.

- C. Beginning in 2013-14 school year the district provided instructional coaches at each school site. The initiative began with two Common Core Coaches to support teachers in the transition to the new California Standards. The following two years 2014-16, Las Lomas benefited from three instructional coaches, two for ELA and one for Math. The instructional coaches model continues to the present with one Next Generation Science Standard Coach, one Instructional Technology Coach, and one Literacy Instructional Coach. Each coach receives one additional prep period to provide individual support to staff and prepare for staff wide professional development. As a result of the additional site support time, staff has transitioned successfully to California State Standards in ELA and math. The science department is beginning the transition to NGSS and a new freshman science course will be offered next year as the district strives to align with the new science requirements.
- D. A major shift in state assessments has been the move from CST testing to the current CAASPP testing. Technology needs for the CAASPP testing format has been addressed and all 11th grade students have devices available during the testing sessions.

### IMPLEMENTATION AND MONITORING OF SCHOOLWIDE ACTION PLAN

Prior to the WASC visit in March 2011, the school community developed three action items based on the results of the Self Study:

1. Target and teach low achieving, at risk and underperforming students essential study, test taking and academic literacy skills such as reading strategies, computation, writing, and information literacy.
2. Increase proficiency level of ALL students at basic or below on CST in core subject areas to help close the achievement gap.
3. Address motivation and performance among ALL student achievement levels in core academic and elective courses.

During the visit, the Visiting Committee suggested four areas that needed to be strengthened: support for underperforming students, data analysis directed at improving student learning, support special populations (ELD Students) by SIP Funds, and create a sustained process to monitor accomplishments of school-wide action.

### RESPONSE TO ACTION PLAN PROGRESS

The 2011 Self-Study, 2014 Mid-Cycle Review, the Visiting Team report, along with the school's annual review of the action plan and assessment data have guided Las Lomas to look at ways to continue to improve the academic achievements of our students.

Since the 2011 WASC visit, the following accomplishments of each schoolwide action plan and critical areas for follow-up have occurred to meet growth targets and the schoolwide learning results for all students:

**ACTION PLAN ITEM #1: TARGET AND TEACH LOW ACHIEVING, AT RISK AND UNDERPERFORMING STUDENTS ESSENTIAL STUDY, TEST TAKING, AND ACADEMIC LITERACY SKILLS SUCH AS READING STRATEGIES, COMPUTATION, WRITING AND INFORMATION LITERACY.**

**Schoolwide critical area for follow up:**

*The need to provide additional support for underperforming students.*

1. Las Lomas provides an option for struggling students to enroll in a literacy class where they learn study skills and can receive one to one peer tutoring. Students are enrolled in the classes based on grades and teacher input. The literacy class has evolved over time; the original class was a linked course between English and history where students had the same teachers. The blocked classes caused students to be tracked and did not meet the needs of all the students. The current literacy course provides more individualized support.
2. School-wide tutoring in core subjects is available for all students at lunch and afterschool. Teachers are compensated through School Site Council Funds.
3. Special Education and General Education collaboration provides support for students in the special education program, Las Lomas uses the collaborative teaching model in targeted core classes. Special education teachers and Instructional Assistants push into general education classrooms to support all students in the classes who are struggling. This model provides the special education department insight into the class curriculum, assignment due dates and progress of students on their caseloads in the class.
4. California State Standard alignments in ELA and Math has occurred through professional development and instructional coaches to support shifts to address the standards in teaching practices.
5. During the 2014-15 school year, school wide goals were established on the standards of close reading and expository writing. Every teacher emphasized those two particular standards to support the shift to California State Standards. The purpose of focusing on specific reading and writing goals were to reinforce to staff that all subjects are responsible for teaching reading and writing standards.
6. In the math department there have been several models of support classes provided to reach struggling students: 2014-2015 shadow class (students took two periods of math with a limited number of students), 2012-2014 CAHSEE prep class, 20?support release period (teachers work with students in small groups) -limited in outreach,
7. School Site Council provides funding for two after school tutoring sessions the week prior to each final exam period. Teachers from all subject matters are available to support students and complimentary pizza is provided. The tutoring sessions are held in the library and all students are encouraged to attend, while students who have at least one D or F receive a letter from the principal strongly encouraging them to attend. For the 2015-16 school year we had over 300 students attend the first semester sessions and 200 students attend the second semester sessions.
8. Academic counselors meet with students who have at least one D or F at each marking period to discuss progress in class and opportunities for additional support, such as peer tutors or lunch/after school tutoring.

Impact: There has been limited improvement for struggling students; approximately half of the students in the Literacy class improved their overall GPA while enrolled in the course compared to the prior year. Student meetings with counselors at the end of first quarter (2015-16) and the end of first semester (2015-16) showed a decrease in the number of D/F students, 332 students compared to 287 students. Data examining students meeting UC a-g requirements over the past 5 years shows on average Latino and

African-American students trailing white students by 25% and 35% respectively. One of the motivating factors of moving to a modified block schedule with embedded tutorial periods is to provide tutorial sessions during the school day to support the academic growth of all students.

**ACTION PLAN ITEM #2: EXAMINE THE USE OF DATA ANALYSIS DIRECTED AT IMPROVING STUDENT LEARNING. (Revised from: Increase proficiency level of ALL students at basic or below on CST in core subject areas to help close the achievement gap.)**

**Schoolwide critical area for follow up:**

*Integrate the use of data analysis to drive the process of improving student learning.*

1. Use of Illuminate Education tools to analyze student data from the classroom level up to district wide analysis. Staff can drill down through data to examine specific standards and look at trends in sub groups.
2. Creation of common assessments within departments. Staff have collaborated to determine essential learning outcomes and developed assessments to ensure all students in academic content areas are reaching the state standards. World History (district), US History (district), Chemistry, APES, Spanish I/II, English 4 Senior Project, Algebra I/II (district), Geometry (district), and ELD give common assessments.
3. Additional data teachers access to review student progress and inform their teaching practices include: CST data 2011-2013, CAASPP data 2014-2015, and district common core assessment(9th and 10th) 2011-2016

Impact: The foundational work of data analysis to drive instruction has been stronger in some departments, such as math and science, than in others. As a staff moving forward, departments will need to expand their use of data analysis tools to identify struggling students and schedule appropriate tutorial sessions. With the modified block schedule there will be two weekly 55 minute blocks to provide student support. The sessions will be determined by departments, therefore sessions offered will need to differentiate and meet the needs of all students.

**ACTION PLAN ITEM #3: ADDRESS MOTIVATION AND PERFORMANCE AMONG ALL STUDENT ACHIEVEMENT LEVELS IN CORE, ACADEMIC, AND ELECTIVE COURSES.**

1. Challenge Success is a district wide program with site teams that focus on each site's specific needs with regards to school culture and student/staff wellness. The ongoing work of the Challenge Success team has resulted in an increased awareness of the purpose of homework and, at the district level, a move to a modified block schedule.
2. A staff-wide activity focusing on student empathy took place at the beginning of 2015-16 school year. Staff gathered in the theater and a group of students shared their experiences at Las Lomas in a "fishbowl" setting. Two teachers facilitated the discussion and asked a series of questions to the students who came from a variety of different backgrounds and had varying interests. The result of the activity led to meaningful staff discussion regarding the experiences students have at Las Lomas and teacher reflection on their impact on students.
3. Teachers, counselors or administrators can request a Student Support Team meeting (SST) for a struggling student where student, parents, teachers, and support staff meet to address areas of concerns and put a plan in place to support the student.
4. During the 2014-16 school years, staff actively identified students who they felt they had a connection with. The students were identified through a "dot activity" where a sticker was placed next to the student's name and then those students without any stickers were identified and staff



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members were encouraged to reach out and get to know those students.

5. This is the second year for the Pineapple Program which serves to support our ELL students. The program accomplishes this goal through relationship development between our ELL students and our non-ELL population. The group has three co-student presidents, who with guidance from faculty advisors, organize and manage off campus activities, philanthropy projects and in-class academic/social collaborations within the ELD classes. Pineapple Program provides ELL students better access to all that Las Lomas has to offer while also providing accessible opportunities for inter-cultural appreciation for our students.
6. Frosh orientation -freshman mentor program
7. Once per semester, a Late Start Wednesday meeting time is set aside specifically for student support. The teachers are available in their classrooms for students to drop in and ask questions. This is purposefully scheduled the Wednesday before Finals week.
8. The Leadership program at Las Lomas has grown over the past 5 years. Leadership oversees the recycling program, Homecoming, Winter Week, Spring Fling, and many lunch time activities. The goal of the Leadership activities is to build a sense of community and to try and get all students involved in some way in activities on campus outside of classroom instruction.
9. Knights Recognition Program was developed to acknowledge students for positive behavior and citizenship. Each month teachers can nominate students to be recognized for a specific act that relates to a theme. Monthly themes tie to the school mottos of treat others how you want to be treated, do the right thing and make Las Lomas a better place. Students receive a certificate of recognition and a Las Lomas t-shirt from the principal during a brief ceremony at brunch in the theater.

Impact: Efforts to improve student motivation and performance can be in part measured by student connectedness to adults on campus. The 2015-2016 Healthy Kids Survey results indicate that in grade 9 the combined score for high and moderate school connectedness was 94% (high 67% and moderate 27%) and in grade 11 the overall outcome was also at 94% (high 59% and moderate 34%). Staff awareness of building relationships has increased over that past 6 years and the outcome of the effort is demonstrated in the number of students identifying as having a strong or moderate connection to an adult on campus.

### **Schoolwide critical area for follow up:**

*Increase efforts to support student growth for ELD student population.*

1. During the 2012-2013 school year, the overall structure and sequencing of ELD courses changed after consultation with Kevin Clark Consulting (KCC). The new ELD course structure allows for more student mobility and greater alignment with student needs. Course placement tests are used for all levels of ELD courses and teachers use quarterly benchmark tests to assess student progress. Students can now accelerate through the ELD program in one year and move into content-area SDAIE classes, compared to the prior course structure where students would have spent two years in ELD classes before being transitioned into SDAIE classes.
2. To meet student needs, ELD courses evolved to include four semester-long classes for Grammar: Grammar and Writing 1, 2, 3, and 4. There are two semester-long Conversation and Content Vocabulary courses (CCV 1 and CCV 2) and a year-long CCV. Students can enroll in beginning and advanced reading classes based on the Edge program.
3. SDAIE course offerings include Biology, Geology, US History, World History, Government, Economics, English 1, and English 2. In addition, Las Lomas ELD students can fulfill English class credits through an evening course at the AUHSD Del Valle campus. This course meets UC a-g requirements and increases the ability of students to graduate on time.
4. In an effort to strengthen and promote ELD parent participation in the ELD program, English Language Advisory Committee (ELAC) was re-established in 2013. The goals of this committee include increasing communication and opportunities for parent education, outreach and program input.
5. Teacher professional development provided by KCC for ELD and SDAIE teachers has taught teachers strategies to support the ELD student population. The ELD teacher training focused on

integrating new strategies designed to help students master phonology, morphology and syntax of the English language. The SDAIE teacher training encourages teachers to make their classes a 50/50 split between teacher and students talking. The training also helped teachers closely examine the vocabulary and grammar in their content areas, providing strategies for deconstructing the language of difficult passages, such as providing synonyms for keywords.

6. The ELD department chair utilizes a fully funded release period to train and coach new ELD teachers and all SDAIE teachers. The coaching is guided by four of the “Key Language Acceleration Principles” that were the focus of the Clark training:
  - a. Students must use complete sentences at all times;
  - b. Students produce-not listen-their way to higher levels of English competency (50/50);
  - c. The correction of students’ oral and written grammar errors improves structural language control and accuracy;
  - d. All instruction should push students to a level of productive discomfort.

Impact: For the past three years beginning in 2013-14, Las Lomas EL students have met the CELDT Annual Measurable Achievement Objectives (AMAO 1). ELD teachers regularly collaborate to share teaching strategies to support student growth. The ELAC committee has a core group of parents who regularly attend and provide input to the site administrator overseeing the program.

**Schoolwide critical area for follow up:**

*Provide annual opportunities for school reflection and input towards school-wide action plan.*

1. Instructional Council meets monthly and is comprised of department chairs, instructional coaches, and administrators. The purpose of IC is to provide a structure where communication between departments and administration can occur more effectively. Members of IC are leaders in the school who provide input on school and district initiatives and are key in the communication between administration and departments.
2. Approximately once a month teachers meet in collaborative groups during Wednesday Late Starts to share and reflect on their instructional practices and develop common assessments. Teams develop specific collaborative goals to reach by the end of the semester.
3. School Site Council annually reviews the Single Site Plan for Student Achievement and evaluates the effectiveness of the program. In addition SSC establishes a budget to meet the needs and priorities of the school based on the SSP.

Impact: The Instructional Council is an evolving group that relies on input from both teachers and administration made up of department chairs, administration, librarian, and instructional coaches. Departments have input on department chairs, who facilitate the meetings and provide agenda items to the principal before each monthly meeting. There has been some struggle in determining an effective flow of information and additional clarification on the impact Instructional Council input may play in school and district-wide decisions.

### **Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress**

Founded in 1951, Las Lomas is a vibrant part of the Walnut Creek community that surrounds it. Demographically, Las Lomas is slightly more diverse than Walnut Creek, with 35% students of color. The Walnut Creek community supports Las Lomas in numerous ways, including donations of time, money and in-kind donations. The City of Walnut Creek supports Las Lomas with a full-time School Resource Officer and Mental Health Intervention Specialist. In addition, Las Lomas is supported directly by the Walnut Creek Educational Foundation, the Parent-Teacher-Student Association, the Athletic Boosters, the Football Foundation, and the Performing Arts Foundation. Together, these organizations support student efforts in

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pursuing their passions, be they athletic, artistic, or scholarly.

The Las Lomas staff is predominantly female (57.9%) and white (79.4%). The staff is well-educated, with more than 40% of the staff holding a Master's or Doctorate degree. The staff is very experienced, with nearly 75% having served in their current field for more than 10 years. More than half of the staff has been at Las Lomas for 7 or more years, providing continuity. Students benefit from these years of experience.

The administrative team has had their share of turnover. While Matt Campbell has been the principal for 7 years, the Associate Principals, who work closely with staff on a regular basis, have changed frequently. This turnover can disrupt some of the continuity from year to year. Students who have developed relationships with particular Associate Principals are directly affected.

Las Lomas students are young people learning about themselves and their world, figuring out their place in that world. A majority (65%) of students are white and nearly 80% come from a family where at least one parent has at least a Bachelor's degree. Education is a priority for Las Lomas students and their families, with 36% of students attending a junior college and 61% of students pursuing a 4-year degree immediately following high school.

Significant subgroups of students exist within the student body. Nearly a quarter (24.5%) of students speak a language other than English at home. Of those, many were born in the United States or moved here when they were young and were found to be Initially Fluent English Proficient. Approximately 5% of the students are English Learners and another 10% Reclassified Fluent English Proficient. These students often need additional English language support within mainstream classes.

As a whole, the student body is engaged in a variety of extra- and co-curricular activities, including performing arts, educational competitions and sports. The sports teams have had their ups and downs over the years, but remain a great outlet both for the students who participate in them and the students who attend games to cheer on their friends and classmates.

Racially motivated incidents on campus during the past two years have put a focus on concerns about equity. The district held a diversity summit for students in the spring of 2016 that was well received and motivated a group of Las Lomas students to create a Student Diversity Council club on campus to spearhead efforts to raise awareness about inequities and engage the student body in grappling with their own biases. To do this, the club is planning a week-long CARE week in February to highlight equity issues. The staff and larger community feel strongly that equity needs to be a focus now and moving forward and has led directly to the first Critical Learner Need, to promote a climate of care and inclusion.

The school day is designed to give students flexibility and encourage choice. Students must earn 240 credits to graduate (5 units awarded per class per semester), but have the opportunity to take up to 7 classes a day, so students could graduate with 280 units should they choose. Advanced Placement course offerings have been increased in recent years to offer additional choices to students looking to challenge themselves.

The program for English Learners has evolved over the years as the needs of students change and evolve. Students are increasingly encouraged to take as many mainstream classes as possible. The English Learner community at Las Lomas is somewhat unique in that there is no single language spoken by a majority of the students. While Spanish is the most common, there are large Russian, Farsi and Mandarin populations, as well.

The schoolwide tutoring program is voluntary for both teachers and students. Students who are struggling are particularly encouraged to take advantage of the free opportunities. The need to provide regular tutoring opportunities within the regular school day has been pointed out by many staff members and led to the district-wide School Day Task Force that developed a new bell schedule with an embedded tutorial period twice a week beginning in the 2017-2018 school year.

Students designated with special learning needs are met through the Section 504 Plan and Individualized Education Plan (IEP) processes. Students with IEPs are assigned case managers who see them daily and support them in advancing their learning skills. Students with 504 plans are monitored by counselors and associate principals.

Students who find themselves credit-deficient may take advantage of the relatively new Cyber High program, which allows students to work independently but with support through an online curriculum to

earn credits for classes they have taken but failed.

With one year of data available for the SBAC exam, there is room for both celebration and room for growth. An area of significant concern is the high number of opt-outs (over 5%). The students who opted out were largely students taking advanced academic loads and wanted the time to study and/or rest. It is difficult to know how much the removal of those students influenced the data. Overall, Las Lomas had 71% of students who took the exam meet or exceed the standards on the English Language Arts and 55% meet or exceed the standards on the Math exam. While scores were higher than the state averages, staff was surprised at the scores, expecting them to be even higher. When looking at the subgroups, an achievement gap is noticeable in gender and race. Differences in student performance are also evident in the percentage of students of color who are earning a D or an F, as well as graduates meeting the UC/CSU entrance course requirements. Staff has identified this discrepancy as an important area of growth and identified it as the second Critical Learner Need.

The district's sixth LCAP goal is to "provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students, which was identified based on multiple factors, including survey results from the California Healthy Kids Survey, a series of 5150s during the 2012-2013 school year, and a rise in student anxiety and depression noticed by staff. Stanford's Challenge Success Program was identified as a tool to guide the school through the process of addressing student stress. While continued work is needed in this area, staff awareness of the issue is leading to noticeable changes throughout the campus, like a reduction in superfluous homework and an awareness of when tests are given. One of the on-going challenges is finding a way to lessen student stress and increase the number of students taking an AP class (LCAP Goal 3) at the same time.

The implementation of the instructional coaches in the content areas has been largely welcomed by staff who recognize that their colleagues have a wealth of knowledge to share and just need the time to do so. The partnership between administration and the instructional coaches has led to professional development that is meaningful to teachers. Teachers continually ask for more time to collaborate, which was considered by the district-wide School Day Task Force and resulted in an increase in teacher collaboration time within the school week.

With the implementation of the Common Core State Standards, teachers expressed interest in a longer instructional block than the current 50-minute period. As a result, the Superintendent organized the School Day Task Force, a group of teachers, parents, and students, to meet during the 2015-2016 school year to analyze the school day and make recommendations about potential changes. The committee met several times throughout the year, visited schools with alternate bell schedules, studied available research and site specific needs, and recommended a weekly schedule of one "traditional" day and four "block" days. Within that structure, they recommended increased teacher collaboration time and time for student intervention built into the school day. Subsequent committees met in the fall of 2016 to finalize the schedule and how best to use the intervention periods. The change to block schedule and intervention time is a big change that will require lots of professional development, which begins in January 2017.

Another change Las Lomas is undertaking beginning January 2017 and continuing through the 2017-2018 school year is restructuring the campus physical plant so as to increase instructional spaces and decrease teacher crowding. Of the four schools in the district, Las Lomas has the smallest physical plant and the largest student body. This results in more teachers sharing classrooms which makes it difficult for students to find teachers during unstructured times and teachers to find spaces to work with students one-on-one during their prep periods. With growth expected throughout the district, but minimal growth expected at Las Lomas in the next few years, the district opted to use redevelopment funds to redesign Las Lomas to ease the crowding.

### **Critical Learner Needs**

The Critical Learner Needs grew out of the analysis of the profile and are ongoing needs that were identified in the last WASC cycle and mid-cycle review that continue to be needs.

#### **A. Promote a climate of care and inclusion.**

**Rationale:** According to the Stanford Challenge Success Survey and the California Healthy Kids Survey, stress and at-risk behaviors are very high. In addition, the Las Lomas community has struggled recently with several racially-charged incidents that brought to light a lack of inclusion felt by particular groups of

students on campus.

**Correlated SLOs:**

#1. Be responsible individuals who take ownership for their own behavior and meet school expectations, learn and apply effective study skills, value diversity and equity, make healthy lifestyle choices, establish and accomplish student-centered goals, and encourage and develop self-advocacy skills.

**B. Increase achievement for all learners, with particular focus on significant subgroups.**

**Rationale:** The Las Lomas community believes that all students can achieve at a high level. Currently, all measured sub-groups are achieving at a lower level than the average Las Lomas student.

**Correlated SLOs:**

#2 Acquire common core of academic and career/technical knowledge;

#3 Demonstrate complex thinking skills;

#4 Communicate effectively.

## Chapter IV: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### A1. Vision and Purpose Criterion

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

Findings	Supporting Evidence
<p>Las Lomas High School has a clear and established mission statement, revised in the spring of 2016. Stakeholders participated in drafting, updating and reviewing the mission statement.</p> <p>Stakeholders participated in drafting, developing and writing WASC report. As part of the self-study process stakeholders re-evaluated Expected Schoolwide Learner Outcomes (ESLRs) and established Schoolwide Learner Outcomes (SLOs) to align with the school’s mission and expected student learning goals.</p> <p>Acalanes Union High School District gathered input from stakeholders to align district strategic plan with Local Control Accountability Plan (LCAP), <a href="http://www.acalanes.k12.ca.us/LCAP">www.acalanes.k12.ca.us/LCAP</a>. Guided by district goals, Las Lomas identified site specific priorities outlined in Single Plan for Student Achievement (SPSA) <a href="http://www.acalanes.k12.ca.us/LLHS-SSP">www.acalanes.k12.ca.us/LLHS-SSP</a>.</p> <p>School and district wide goals, policies and expectations are communicated through the school handbook students receive yearly during registration and the online version is accessible through the school website <a href="http://www.acalanes.k12.ca.us/laslomas">www.acalanes.k12.ca.us/laslomas</a>. Early in the school year, administrators visit classrooms to review school policies.</p>	<ul style="list-style-type: none"> <li>● Refined Mission Statement</li> <li>● School Learner Outcomes (SLO’s)</li> <li>● Mission Statement and SLO’s discussion in minutes from IC, SSC, WASC, Department, and email communications</li> <li>● LCAP/SPSA</li> <li>● Student Handbook</li> </ul>

##### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Findings	Supporting Evidence
<p>Stakeholders have taken part in the development and periodic refinement of the vision, mission and schoolwide learner outcomes. Annually staff review the mission statement at Instructional Council and Site Council. As part of the WASC self-study, administration and the WASC Leadership Team, meetings are facilitated with stakeholders including parents and students to gather input to refine and align our mission and SLOs. Effort is made to recruit students who represent a variety of student groups so that all voices can be heard.</p> <p>The School Site Plan is reviewed and updated with the board and district superintendent yearly. As part of the review, the California Healthy Kids survey is used to inform decisions especially in regards to the social and emotional needs of students. The School Site Plan and mission statement are also shared with the English Learner Advisory Committee (ELAC).</p> <p>After attending the Stanford Challenge Success conference, the school</p>	<ul style="list-style-type: none"> <li>● WASC Wednesday meeting minutes with parents, staff and students</li> <li>● SSC</li> <li>● Student, Parent and Site School Survey</li> <li>● New teacher orientations</li> <li>● Data-Informed Decisions, i.e. California Healthy Kids survey</li> <li>● ELAC</li> <li>● Challenge Success</li> </ul>

<p>team led discussions with staff and students using a stress tree activity to identify key symptoms and causes of student stress. The top areas of student stress identified by staff were parents/home life, demanding class schedules, pressure for college admissions, and peer pressure to succeed. To further gather student input a panel of students participated in a “fishbowl” activity where the students openly shared their experiences at Las Lomas. The “fishbowl” was facilitated by two Las Lomas teachers and 12 students responded to questions while staff listened to their discussion. At a following meeting staff discussed our school's core values and a wordle was created at that time. The core values wordle lead into a series of staff, department, and small group meetings to develop a new mission statement.</p>	
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**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The district superintendent and site principal meet periodically with stakeholders to discuss the vision, mission, schoolwide learner outcomes, and LCAP.</p> <p>The school's and district's newly redeveloped website prominently displays the school's vision, mission, schoolwide learner outcomes, as well as district LCAP goals.</p> <p>Administration and staff are aware that students may not fully understand or are aware of the vision, mission, schoolwide learner outcomes, and LCAP. Attempts to inform students have been made through communications in the student handbook, in the student-led newspaper (the Page), and posters on campus.</p> <p>Teachers new to Las Lomas and AUHSD participate in required orientations to ensure consistent communication of our vision, mission and schoolwide learner outcomes and to receive curricular and emotional support.</p> <p>The school cultural norms (3 rules of being a Knight) are printed in many forms for students such as free back to school t-shirt given to every student, free student planners, posters in classrooms, etc. and are referred to often by staff and students themselves. The norms are celebrated in a ceremony led by the principal each month where nominated students are recognized for especially embodying one of the rules.</p> <p>To better inform the community, it is recommended that WCEF connections are explored to emphasize WCEF's importance in supporting and reaching our school-wide goals.</p>	<ul style="list-style-type: none"> <li>● Rotating site meetings by District Superintendent</li> <li>● BTSN and Open House</li> <li>● Mornings with Matt</li> <li>● E-boletin (parent newsletter)</li> <li>● District Superintendent meetings with ELL</li> <li>● School Website</li> <li>● Student Handbook distributed at registration</li> <li>● Site SLO's and Mission Posters</li> <li>● The Page</li> <li>● T-shirts, student planners, posters, monthly character recognitions, etc.</li> <li>● KnightWriter</li> <li>● WCEF communications</li> </ul>

**A2. Governance Criterion**

**Governing Board and District Administration**

Findings	Supporting Evidence
<p>The Acalanes Union High School District (AUHSD) school board meets regularly throughout the school year and meetings are open to the public. Agendas and minutes are open to the public on the district Website. Student participation is encouraged. Twice a year, the Governing Board invites Las Lomas staff and students to give a presentation about a successful program at Las Lomas. For example, during Fall 2015-2016, Las Lomas presented on the final exam support for struggling students as well as diversity work on campus. During Spring 2015-2016, Las Lomas presented the Acalanes Research Course (ARC). In ARC, teacher librarians help students achieve college readiness and career preparedness by supporting the California State Standards with their emphasis on research, information sources and reading. Not a traditional stand alone course, ARC is embedded into the English 4 senior project curriculum.</p> <p>The superintendent meets regularly with school administrators to discuss goals and needs. The superintendent meets individually with the principal once a month to discuss issues particular to Las Lomas. In addition, all district principals meets bi-monthly with district-level personnel to discuss issues affecting all campuses. Pertinent information is disseminated through staff and department meetings.</p> <p>The Board reviews and approves all new hires, tenure decisions, textbook adoptions, SPSA, and categorical funding, etc.</p> <p>In a high school district of four comprehensive high schools, Las Lomas is unique in our cultural and socioeconomic demographics requiring more and different support. Through the LCAP, the district and Governing Board support Las Lomas with extra funding and positions, like an English Learner Aide.</p> <p>The Governing Board makes its policies readily available to all stakeholders through the use of <a href="#">GAMUT online</a>, a website that houses board policy. Teachers have access to GAMUT through district Website.</p>	<ul style="list-style-type: none"> <li>● AUHSD meeting agendas and minutes posted on district Website</li> <li>● Student participation</li> <li>● Staff and department meetings</li> <li>● California Education Code/Board Duties</li> <li>● Board Members</li> <li>● GAMUT online</li> </ul>

**Understanding the Role of the Governing Board**

Findings	Supporting Evidence
<p>The governing board is open and available. They respond to staff email communications.</p> <p>At every governing board meeting, both the certificated and classified union presidents are invited to speak and may address any issue they feel warranted.</p> <p>The associate superintendent meets with district department chairpersons in each curricular area every month, agenda items are</p>	<ul style="list-style-type: none"> <li>● Student, parents represented on governing board</li> <li>● Board Meeting Minutes</li> <li>● Open Board Meetings</li> <li>● AEA</li> <li>● Principal/District Communication</li> </ul>



<p>set by both teachers and district personnel. The associate superintendent then reports out at Governing Board meetings to keep the Governing Board informed about what each department is working on districtwide.</p>	
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**Governing Board and Stakeholder Involvement**

Findings	Supporting Evidence
<p>Board meetings are open to the public, including parents who often comment on school and district affairs.</p> <p>The school regularly communicates with parents on a weekly basis through the PTSA-sponsored "E-Boletin." This newsletter is a collaborative effort between school personnel and the PTSA Executive Board to keep parents informed of what is occurring on campus.</p> <p>The parent community is regularly invited to participate in school and district-level committees, like School Site Council, English Learner Advisory Committee, WASC, Coordinating Council, School Day Task Force, Mental Health Task Force, etc.</p> <p>The principal of Las Lomas holds monthly forums ("Mornings with Matt") where parents are invited to hear about current school and district initiatives as well as voice concerns or give input on school programs, which are attended by 10-20 parents each month. The principal attends monthly PTSA and WCEF meetings to facilitate the partnership between the school and community stakeholders.</p>	<ul style="list-style-type: none"> <li>● Board meeting agendas and minutes</li> <li>● Monthly PTSA meetings</li> <li>● Parent Network Groups by grade level</li> <li>● Parent Newsletter (E-Boletin)</li> <li>● Mornings with Matt</li> <li>● WCEF meetings</li> </ul>

**Board's Evaluation/Monitoring Procedures**

Findings	Supporting Evidence
<p>The district works to ensure that the LCAP is a collaborative effort with stakeholder groups. The superintendent presents the LCAP goals annually to PTSA, WCEF, staff, and student groups, seeking their input.</p> <p>To review student performance toward career and college readiness, the College/Career Counselor administers an annual survey to graduates and summarizes the data in the annual "Follow-up Study." The district reviews this report at a Governing Board meeting. The data is reviewed to determine if there are areas for improvement and how to better prepare our students for their future pursuits.</p> <p>The district and governing board oversee most aspects of the fiscal health of the district. The Las Lomas principal receives some discretionary money. The principal has input into how PTSA and WCEF spends its money.</p>	<ul style="list-style-type: none"> <li>● Board Agendas and Minutes</li> <li>● Principal's SPSA Reports</li> <li>● Principal's Meeting Calendar</li> <li>● Annual Follow-up report of senior class matriculation-indicating college readiness</li> </ul>

**Complaint and Conflict Resolution Procedures**

Findings	Supporting Evidence
<p>The governing board complaint policy procedure is posted on the district Website.</p> <p>The AUHSD governing board values open and direct lines of communication. When a conflict arises between two parties, they are encouraged to attempt to resolve it at the lowest possible level. For example, if two teachers have a conflict, they are expected to meet to resolve it. If a parent has a concern about their child's teacher, they are expected to reach out to that teacher first in an attempt to resolve the conflict. Should the conflict not be resolved at that low level, one or both parties can seek assistance with resolution, usually from site administration.</p> <p>Las Lomas has seen an increase in cyberbullying incidents. The student handbook and board policy communicate the policy on bullying. Administrators visit all English classes at the beginning of the year to review policies with students, bullying being among them. In addition, all freshman complete a two-day digital citizenship lesson that includes information about cyberbullying. Staff are required to report complaints about bullying.</p> <p>For over 10 years, Las Lomas has participated in Community Matters' Safe School Ambassadors (SSA) program that trains students in methods to combat bullying within their peer and friend groups. Students who serve as SSA are nominated by staff, screened through an application process, train for two days and attend monthly meetings with a teacher to discuss how their work is going.</p>	<ul style="list-style-type: none"> <li>● Board Policy on Conflict Resolution is on the Website</li> <li>● Communication memo is available</li> <li>● Librarian documents digital citizenship lessons</li> <li>● Safe School Ambassadors</li> </ul>

**A3. Leadership: Continuous Planning and Monitoring Criterion**

**Broad-Based and Collaborative**

Findings	Supporting Evidence
<p>There are many groups on campus charged with monitoring school progress and implementing improvement plans, primarily School Site Council (SSC) and Instructional Council (IC). IC is the primary leadership body on campus, comprised of the department chair of each department as well as the administrative team and teacher coaches. The SSC is comprised of administration, teachers, classified staff, students, and parents. The primary responsibility of SSC is to oversee the Single Plan for Student Achievement (SPSA). The goals in the SPSA are the result of collaboration with district administration, site administration, and input from IC before it is reviewed by the SSC.</p> <p>SSC uses data from statewide assessments like SBAC and CELDT in addition to the California Healthy Kids Survey to monitor progress</p>	<ul style="list-style-type: none"> <li>● SSC</li> <li>● IC</li> <li>● SPSA</li> <li>● SBAC</li> <li>● CELDT</li> <li>● California Healthy Kids Survey</li> </ul>

toward meeting the goals. Based on the progress toward the goals, they make recommendations for funding decisions, like additional tutoring time or additional professional development for teachers.	
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**Single School Plan for Student Achievement Correlated to Student Learning**

Findings	Supporting Evidence
<p>The Single Site Plan for Student Achievement (SPSA) is developed by data gathered from multiple data sources, such as the Smarter Balanced Assessment, California Healthy Kids Survey and CELDT. Results from California Healthy Kids Survey drives discussion of homework and issues of school climate. The SPSA is also shared with ELAC for input.</p> <p>The SPSA goals are created by administration with input from IC and the staff. Departments were also asked for input on goals. The goals are then shared with SSC, which includes representatives of all stakeholder groups, for approval. Some staff feel that there needs to be increased communication of these goals on a more regular basis.</p>	<ul style="list-style-type: none"> <li>• SPSA</li> <li>• Smarter Balanced Assessment</li> <li>• California Healthy Kids Survey</li> <li>• CELDT</li> <li>• ELAC</li> <li>• IC</li> <li>• SSC</li> </ul>

**Staff Actions/Accountability to Support Learning**

Findings	Supporting Evidence
<p>The administration works collaboratively with Instructional Council (IC) to implement practices and programs that support student learning. One of the primary responsibilities of IC is to review new course proposals and give a recommendation to the principal and district administration as to whether or not they should be approved. The administration also works closely with IC in building the master schedule to ensure that the schedule meets the needs of students.</p> <p>During the past five years, Las Lomas has had anywhere from one to three teacher coaches who help teachers grow as professional educators by leading collaboration efforts. In conjunction with the coaches, departments collaborate to develop and evaluate content-specific priorities and to implement and evaluate school-wide priority projects and initiatives. The school-wide professional development program is led by teacher coaches and administrators to support school goals, enhance individual awareness and responsibility towards improvement, and individual and team reflection.</p> <p>Informally teachers reflect and enhance education practices. Teachers going through the formal evaluation process hand out a survey to their students and incorporate the feedback into their self-reflection.</p> <p>Staff has opportunities to participate in various committees. The School Site Council, PTSA, and Walnut Creek Education Foundation (WCEF) use funding to support student achievement.</p>	<ul style="list-style-type: none"> <li>• IC</li> <li>• Teacher coaches</li> <li>• Teacher Survey</li> <li>• Instructional Council</li> <li>• Master Scheduling</li> <li>• School Budget</li> <li>• Performing Arts Foundation/Athletic Boosters</li> <li>• Task Forces</li> <li>• Email communication</li> <li>• Site visits by superintendent</li> <li>• Administration provides time for staff to improve practices</li> <li>• Administration and staff work together on new course offerings</li> <li>• Evaluation Process</li> <li>• WCEF</li> <li>• PTSA</li> <li>• Challenge Success</li> <li>• Bell Schedule Committee</li> <li>• Intervention Committee</li> </ul>

<p>Through strategic use of funding from WCEF, there is support for class size reduction, school nurse, mental health intervention specialist, and various other projects.</p> <p>Las Lomas teachers, staff, parents, and students have also served on many district-wide committees, including the AUHSD Governing Board, the School Day Task Force, and the Health Benefits Committee.</p> <p>Recently, the district has convened task forces to look at ways to improve student learning. These task forces are comprised of student, parents, staff, and administration. All schools in the district, including Las Lomas, joined the Challenge Success program through Stanford University to look at student stress and how that is impacting student learning. Closely related is the Mental Health Task Force that the district is convening this year to look at how the district's resources can be best utilized to help address student well-being.</p> <p>During the 2015-2016 school year, the Superintendent created the School Day Task Force to look at the current bell schedule and analyze any necessary changes. The committee met several times of the course of the year and visited other schools around the Bay Area before formulating their recommendations. In the end, they recommended, and the Governing Board approved, a move to a block period schedule where one day a week would be a traditional day and four days would be block schedule. As part of the block schedule, the committee recommended finding a way to build "intervention" time into the school day so students wouldn't need to give up time before or after school.</p> <p>This fall, two committees were convened, a Bell Schedule Committee and an Intervention Committee. The committees worked parallel to one another, but also met concurrently. The Bell Schedule Committee worked to develop a bell schedule that satisfied the recommendations of the School Day Task Force and met legal requirements for instructional minutes. The Intervention Committee began to draft how the built-in intervention time would be structured and supported to optimize its impact.</p>	
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**Internal Communication and Planning**

Findings	Supporting Evidence
<p>Las Lomas has many structures in place for internal communication, planning and resolving differences. Internal communication between administration and staff happens in many different ways, including staff meetings, Instructional Council and e-mail. Different staff members find certain methods preferable to others. During the 2015-2016 year, some staff shared through the WASC process that they felt their voices were not heard on all school matters. As a result, the principal now makes himself available in a classroom one lunchtime each month for staff members to join him and share</p>	<ul style="list-style-type: none"> <li>● Email/Phone</li> <li>● Instructional Council</li> <li>● Department Meetings</li> <li>● Brown Bag Lunches</li> <li>● LLHS Website</li> <li>● School Loop</li> <li>● District Email</li> <li>● Google Apps</li> <li>● Google Classroom</li> <li>● New Teacher Support</li> </ul>

<p>concerns.</p> <p>Often, school administration is asked to nominate staff members to serve on various district-level committees. Some staff feel that the same people often get recommended repeatedly. During the 2016-2017 school year, administration has made a pointed effort to open these opportunities up to all staff members.</p> <p>During the 2015-2016 school year, the School Day Task Force met several times throughout the year. This committee, led by the superintendent, met regularly to review the current bell schedule and make recommendations about possible improvements. Ultimately, the Task Force voted to recommend that the Governing Board adopt a Block Schedule. Many staff members felt that they had not had the opportunity to give input to such a large change. As a result, the Bell Schedule Committee and Intervention Committees that met this fall made significant efforts to communicate the changes to and ask for input from students and staff.</p> <p>A Daily Bulletin shares with students, staff and parents what is going on at school, including club meetings, sporting events, college visits, and other pertinent happenings (i.e. PSAT). Weekly, the PTSA works in conjunction with the school to create and distribute the “E-Boletin,” a weekly communication aimed at all parents. Additionally, a separate email is distributed weekly by grade-level and includes things pertinent to a given grade level.</p> <p>Multiple, diverse, online communication strategies are employed: LLHS website, School Loop, district email, Google apps for education and Google classroom.</p> <p>Support for new teachers has been inconsistent, primarily due to the fact that some years there are more new hires than other years. During the 2016-2017 year, a new teacher mentor meets regularly with the new hires to answer any questions they might have and to share best practices and school procedures with them. For example, they recently reviewed best practices for posting and updating grades.</p> <p>The leadership class has gone through many changes during the past six years. There have been five advisors in six years. During the 2015-2016 year, the class expressed a desire to have a broader reach to make sure that all students feel included in campus-wide events. To do that, they resurrected the “Student Senate,” a student body comprised of a representative from each 4th period class on campus. Student Senate meets the first Wednesday of each month and the representative reports back to their class what they learned.</p>	<ul style="list-style-type: none"> <li>● Daily Bulletin</li> <li>● E-Boletin</li> <li>● Grade Level Emails</li> <li>● ASB / Leadership</li> <li>● Student Senate</li> </ul>
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**A4. Staff: Qualified and Professional Development Criterion**

**Qualifications and Preparation of Staff**

Findings	Supporting Evidence
<p>The first goal of LCAP is to recruit, develop and retain high quality certificated, classified and administrative staff. Las Lomas has a highly trained staff with 100% of all teachers credentialed in their subject area staff and 43% with advanced degrees (Master's or higher). All teachers are certified to teach English Learners, either through their credential program or through CLAD certification.</p> <p>The district encourages all teachers to participate in summer professional development by providing a stipend. This leads to ongoing professional development credit which can lead to salary boosts. AUHSD Summer Institute has happened for approximately 12 years the week before school starts as an opportunity for teachers to collaborate with teachers from across the district on common curriculum or other projects such as technology integration. The past two summers, the district has also offered curriculum "camps" for particular departments to work on Common Core curriculum. Summer Institute is developed by a teacher and administrator committee and includes a wide selection of courses aimed at improving professional development.</p> <p>Departments take advantage of pull-out days to evaluate common assessments. For example, World History and US History teachers meet to grade the common district assessment. Las Lomas' Biology teachers have also met to review assessment results to inform their practice.</p> <p>The master schedule is designed to ensure that teachers are teaching in their credentialed subject areas. When requested, every effort is made to align prep periods for teachers who are interested in collaborating on a more regular basis.</p> <p>The bell schedule is designed with collaboration time for teachers on Late Start Wednesday mornings. This built-in collaboration time permits inter/intra department curriculum development and cross-curricular training.</p> <p>Classified employees report that they would like more training. In response, the district is in its third year of hosting a Classified Professional Development Day in January. The day consists of a variety of sessions that classified staff members can select to meet their professional development goals.</p> <p>During 2015, the evaluation procedure was streamlined through the district-union negotiation process. The teacher evaluation process is an interactive process between teacher and administrator with a mutual goal of ensuring students are learning at the highest possible level.</p> <p>New teachers are supported through the BTSA program, now called Teacher Induction Program. The administration chooses strong, organized teachers as mentors, who are paired with new teachers to</p>	<ul style="list-style-type: none"> <li>● Teacher Credentials align with teaching area</li> <li>● CLAD</li> <li>● Summer Institute</li> <li>● Professional Development Days</li> <li>● Pull Out Days for evaluating test results</li> <li>● Master Scheduling</li> <li>● Wednesday Collaboration</li> <li>● Classified Professional Development Day</li> <li>● Teacher Evaluation</li> <li>● BTSA/Teacher Induction Program</li> <li>● Common Core Coach</li> <li>● Technology Coordinator</li> </ul>

<p>support them inside their classroom and with professional growth.</p> <p>A Common Core Coach, an NGSS coach, and a Technology Coordinator are available to assist teachers.</p>	
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**Staff Assignment and Preparation**

Findings	Supporting Evidence
<p>Staff assignments are made by administrators based on teacher's background, department needs, and teacher preference (as much as possible). Teachers can request courses that they would like to teach. Some courses are co-taught, pairing special education teachers with general education teachers, to support stronger inclusion of students.</p> <p>Teachers teaching Advanced Placement (AP) courses have the opportunity to attend week-long AP training, allowing them to be better prepared and more informed of curricular changes.</p> <p>Grading norms are provided in each content area and create consistency across the school and district. Teachers share their course syllabi with their department chairs, who review them for consistency.</p> <p>All teachers participate in schoolwide professional development weekly during Wednesday morning late start days and two days built into the work year. In addition, the district and site offer frequent trainings involving technology. New teachers participate in BTSA, or the Teacher Induction Program. These programs reinforce school-wide and department expectations and provide a platform for ongoing mentorship. The past two years, the district has also offered two "buy-back" days, where teachers may elect to work collaboratively on an approved project at their per diem rate.</p> <p>The school provides collaboration and meeting time built into the Wednesday Late Start schedule, Yet, more time is always needed for teacher collaboration, especially for new teachers. To meet this need, the administration and School Site Council set aside money for teacher pull-out days where they can collaborate with colleagues. The district is moving to a new bell schedule beginning in the 2017-2018 school year that will allow for even more protected collaboration time.</p> <p>Curriculum coaches specialize in their subject areas and offer support with Common Core and curriculum development. The number and type of curriculum coaches have varied over the years as needs of the staff have changed. For a long time, two periods were dedicated specifically to technology because the school was integrating more technology. As Common Core Standards rolled out, the technology-specific coach was reduced to one period of release and two periods of Common Core Coaches were added. This year, Las Lomas has one release period each for a Literacy</p>	<ul style="list-style-type: none"> <li>● "Master Schedule"/timeline input from staff</li> <li>● AP Seminars</li> <li>● Board Policy for grading norms in each content area is posted on the district website</li> <li>● Professional Development</li> <li>● Institute Days</li> <li>● PD/+optional PD days</li> <li>● BTSA</li> <li>● Curriculum coaches</li> <li>● New Teacher Orientation</li> <li>● Mandatory reporter online training</li> </ul>

<p>Coach, an NGSS coach and an Intervention Coach.</p> <p>As required by law, the district mandates annual mandatory reporter training to all employees.</p>	
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**Defining and Understanding Practices/Relationships**

Findings	Supporting Evidence
<p>The primary responsibilities for running the school are divided among the administrators. The students are divided alphabetically by last name and each of the associate principals oversees the attendance, discipline and counseling of their caseload. Specific areas, like ASB, athletics and facilities are assigned to a specific administrator. In addition, different departments have an assigned administrator as their point person. At the beginning of the school year, the administration disseminates a responsibilities matrix outlining which administrator has which responsibilities.</p> <p>Staff expressed some concern about a lack of consistency in implementation of procedures by different associate principals. With two new administrators in 2015-2016, the administration looked at attendance and discipline data regularly to ensure parity.</p>	<ul style="list-style-type: none"> <li>● Administrative Responsibility Chart</li> </ul>

**Support of Professional Development/Learning and Measurable Effect on Student Learning**

Findings	Supporting Evidence
<p>Las Lomas supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college and career readiness standards, and the schoolwide learner outcomes. The bell schedule allows for collaboration time once a month on Wednesday Late Starts. Departments are also encouraged to request sub time to allow them to meet on or off campus to collaborate as they deem necessary. Teachers often use this time to develop and/or review results from a common assessment. The funding for these days come from either School Site Council's professional development monies or the Principal's Discretionary fund.</p> <p>Teachers are also encouraged to attend off-site professional development as funds allow. Teachers wishing to attend off-site professional development apply for funding through School Site Council. All funding approved through SSC must be in pursuit of the school's SPSA goals.</p> <p>The teacher work calendar also has three days built in for staff development, one just prior to the start of the school year, one in October and one in March. Staff may also elect to participate in the "buy-back" days.</p> <p>The curriculum coaches are available for professional development for teachers, through department time, prep period collaboration,</p>	<ul style="list-style-type: none"> <li>● Conferences</li> <li>● Department pull-out days</li> <li>● Technology support</li> <li>● Measure E (technology funds)</li> <li>● Wednesday Late Start training on California State Standards</li> <li>● School calendar</li> <li>● Curriculum coaches</li> <li>● Teacher Induction (BTSA)</li> </ul>



<p>and pull-out days.</p> <p>New teachers receive mentoring through the Teacher Induction Program (formerly BTSA) and through informal lunch gatherings with the new teacher mentors.</p>	
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**Supervision and Evaluation**

Findings	Supporting Evidence
<p>Las Lomas administration supervise and evaluate staff according to their bargaining unit's negotiated evaluation process with a focus on growth.</p> <p>For certificated staff, the evaluation process was refined in 2015 to allow for more flexibility between the administrator and the evaluatee. The evaluation consists of one formal observation and at least one informal observation. In addition, the evaluator may do as many walk-throughs as they would like. The observations focus on student learning and ways to improve instruction. Once a certificated member has been employed by the district for at least eight years, they may elect to work on a project instead of the formal evaluation process. The projects, which must be approved by the evaluator, are initiated by the teacher and must improve their teaching in a meaningful way.</p> <p>Classified staff is evaluated annually. Administrators focus on professional growth in working with classified staff members.</p>	<ul style="list-style-type: none"> <li>• AEA evaluation process</li> <li>• SEIU evaluation process</li> </ul>

**A5. Resources Criterion**

**Allocation Decisions and Their Impact**

Findings	Supporting Evidence
<p>Las Lomas is one of four comprehensive high schools in a relatively small school district. The district administration and Governing Board place a high value on equity across the four schools. As such, most decisions about resource allocations are made at the district level with input from the principal to align with the LCAP.</p> <p>Las Lomas is fortunate to receive significant funding from WCEF and PTSA. The principal works closely with both organizations and department chairs on the distribution of these funds.</p> <p>Teachers who have requests for funding have two avenues, School Site Council and the principal’s discretionary fund.</p> <p>School Site Council also oversees a significant amount of money that they are charged with spending in alignment with the SPSA goals. They meet monthly to review teacher requests for funding and vote to approve the request or not. Requests that do not align with the SPSA goals and/or are not approved by SSC are often funded by the principal through the discretionary fund. Some staff expressed concern about a lack of transparency in how funds are allocated. Staff members are encourage each year to serve on School Site Council to understand better how these funds are allocated. Over the past six years, any teacher who has requested to serve on School Site Council has been able to do so. In addition, meetings are public and interested parties are encouraged to attend.</p> <p>Las Lomas benefits from several County Regional Occupational Programs (ROP), including Foods and Auto Shop. ROP programs are well funded and well utilized.</p>	<ul style="list-style-type: none"> <li>• Evidence and communication regarding resource allocations is needed in general.</li> <li>• SSC</li> <li>• ROP Programs</li> </ul>

**Practices**

Findings	Supporting Evidence
<p>The district works closely with the Las Lomas High School principal and finance technician in developing their annual budget. It provides the school an allocation from the general fund that is to be used mainly for instructional purposes. In addition, the school is fortunate to have several parent groups that support students and staff by funding various programs. The development of these budgets is based on a close collaboration among parent groups, school administration and staff. The district then reviews the parent groups’ budgets and includes them in the district’s overall budget adoption.</p> <p>To ensure that school sites comply with federal, state and local guidelines, the district’s business services department also provides general oversight and works closely with school site staff in the following capacity:</p>	<ul style="list-style-type: none"> <li>• District and site budget systems</li> <li>• Annual audit</li> </ul>

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<ul style="list-style-type: none"> <li>• Serves as a resource and answer questions from the school staff.</li> <li>• Provides continuous training and support.</li> <li>• Makes periodic visits to schools to review operational procedures and answer questions.</li> <li>• Reviews the reconciled bank statements on a monthly basis.</li> <li>• Obtains and reviews financial reports from the schools on a quarterly basis.</li> <li>• Follows up on all issues related to administration of student organizations.</li> <li>• Examines business practices periodically to ensure conformance to prescribed accounting procedures; takes into consideration any input from school staff, student organization, and district auditors when updating policies and procedures.</li> <li>• Works with the school's staff to respond to problems and audit findings noted by auditors in the annual audit and develop corrective actions to resolve issues.</li> </ul>	
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**Facilities**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Las Lomas was originally constructed in 1951 and many buildings show signs of expected wear and tear. The district maintenance department is generally responsive to work requests as needed.</p> <p>The district is supported by two bond measures that helped to update facilities throughout the district. Significant development throughout the area has led to an influx of developer fees, a significant portion of which was used to construct the new science classroom. The bond also helped to increase technology infrastructure across the district, specifically wi-fi capabilities to handle an increase in personal device use by students.</p> <p>With a population of 1530 students and 62 classrooms, Las Lomas is impacted compared to the other schools in the district, which have similar numbers of classrooms but fewer students. Teachers at Las Lomas move between classrooms and share classrooms at a much higher rate than any of the other campuses, despite work on the master schedule to prevent this. During the 2015-2016 school year, a task force was convened to look at the usage of space and make recommendations about how to best utilize the space available. While the process was collaborative, the major recommendation to come out of the committee proved too costly for the added value. This led many staff to feel that the process wasn't valuable. District staff and Las Lomas administration continue to engage in conversations based on the task force's work.</p> <p>Many of the older desks were replaced over the past few years, but many more could still use upgrading. Newer bathrooms were constructed for students in 2011, but many of the older ones need significant attention.</p>	<ul style="list-style-type: none"> <li>• Work Orders</li> <li>• Bond Measure Votes</li> <li>• Room Task Force</li> <li>• Classroom Availability Matrix</li> <li>• New Science classroom</li> </ul>

<p>The staff lounge was converted to a classroom many years ago, resulting in a lack of central space for staff to meet informally. Instead, departments have offices scattered throughout campus where they meet. In addition, the Library Classroom, which had been used as a meeting space and classroom when classes visited the library has been converted to a full-time classroom. Athletic fields are maintained and upgraded by the district. The football field and track were resurfaced during Summer 2015. During the summer of 2016, the baseball foundation raised money and made significant improvements to the baseball field.</p>	
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**Instructional Materials and Equipment**

Findings	Supporting Evidence
<p>Like many schools and districts in the state, adoption of new instructional materials has been placed on hold while publishers catch up with the changing standards. The process for the adoption of new instructional materials is led by the district. The district has been adopting Common Core aligned instructional materials for math as Common Core math course are rolled out. During the 2015-2016 school year, "Big Ideas Math" was adopted for Algebra, then again this year for Geometry. The process for adopting materials for Algebra 2 and Algebra 2/Trig will take place later this year.</p> <p>The process of issuing textbooks to students and returning them has gone through significant changes in the past two years. The district moved to a barcode system where all textbooks were scanned into the library's asset tracking system. Teachers now issue textbooks by scanning them out. The change in process has resulted in greater textbook retention.</p> <p>Technology purchases are overseen by the associate principal in charge of technology in conjunction with the principal and the district's director of technology.</p> <p>Technology is available for teachers to check out for use in class. This process is overseen by the lab technician and the librarian, who manage different labs and class sets of Chromebooks, laptops and iPads in carts.</p>	<ul style="list-style-type: none"> <li>● Lab Technician and Librarian maintained Technology Calendars</li> <li>● Textbook Adoption Policy</li> <li>● Follett Destiny Textbook Tracker</li> <li>● Technology Availability to Teachers</li> </ul>

**Well-Qualified Staff**

Findings	Supporting Evidence
<p>Las Lomas supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college and career readiness standards, and the schoolwide learner outcomes. The bell schedule allows for collaboration time once a month on Wednesday Late Starts. Departments are also encouraged to request sub time to allow them to meet on or off campus to collaborate as they deem necessary. Teachers often use this time to develop and/or review results from a</p>	<ul style="list-style-type: none"> <li>● PD provided by school site and district</li> <li>● Funding available for outside PD by individual teachers</li> <li>● Summer Institute</li> <li>● Wednesday collaboration time</li> <li>● NGSS training</li> </ul>

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<p>common assessment. The funding for these days come from either School Site Council's Professional Development monies or the Principal's Discretionary fund.</p> <p>Teachers are also encouraged to attend off-site professional development as funds allow. Teachers wishing to attend off-site professional development apply for funding through School Site Council.</p> <p>The teacher work calendar also has three days built in for staff development, one prior to the the school year beginning, one in October, and one in March.</p> <p>The curriculum coaches are also available for professional development for teachers, through department time, prep period collaboration, and pull-out days.</p> <p>New teachers receive mentoring through the Teacher Induction Program (formerly BTSA) and through informal lunch gatherings with the new teacher mentors.</p> <p>Counselors attend annual UC and CSU conferences to learn about updates for students applying to those systems. In recent years, counselors have also attended other off-site professional development, like college tours and job-specific trainings.</p>	<ul style="list-style-type: none"> <li>● Classified Staff Professional Development Day</li> <li>● Naviance</li> <li>● New Teacher Mentors</li> <li>● Teacher Work Calendar</li> <li>● Curriculum Coaches</li> <li>● Teacher Induction Program (formerly BTSA)</li> <li>● UC/CSU/college conferences for counselors</li> </ul>
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**Long-Range Planning**

Findings	Supporting Evidence
<p>The district works closely with Las Lomas and stakeholder groups to ensure the LCAP is a representative document. The Superintendent annually gives presentations to staff, students, ELAC, PTSA, and WCEF about the LCAP goals and solicits feedback. In addition, the Governing Board holds a Public Hearing about the the LCAP before voting to approve it.</p>	<ul style="list-style-type: none"> <li>● Principal and Superintendent LCAP presentations</li> </ul>

## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the critical learner needs)**

Las Lomas and its community of stakeholders have collaborated to establish a clear vision and mission statement for the school. Leaders at the district and school levels have worked to ensure that students are given every opportunity to excel and to strive to reach our schoolwide goals in core academics and ELD. Various challenges prove to be barriers in this process, and the school community must aim to work together to overcome these challenges. A strong dedication and an increased attention to communication and transparency between staff and leadership will aid in this cause.

### **Prioritize the strengths and areas for growth for Category A.**

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Las Lomas and its stakeholders developed a clear and relevant mission statement.
- Las Lomas has an effective new teacher orientation program.
- Decision-making at Las Lomas includes a broad spectrum of stakeholders (WCEF, PTSA, PAF).
- The AUHSD Board communicates thoroughly and often (school visitations, open communication, site visitation from district leaders).

#### **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- At the site level there is an opportunity for greater communication and transparency in matters of master schedule, funding, conference attendance, etc.
- As a school we need to rededicate to disseminating/revisiting clear LCAP & SPSA goals.
- Better clarification of the role, scope, and selection process for committees is needed.

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

#### Current Educational Research and Thinking

Findings	Supporting Evidence
<p>Acalanes Union High School District offers professional development training through a Summer Institute program and staff professional development days throughout the school year. This year there are a total of seven full days devoted to staff professional development. Over the past three years, on average 45 staff members have attended Summer Institute. The sessions offered support the <a href="#">district wide professional development initiative</a>. The Institute offers training in many topics related to current research in education. Staff apply the knowledge to collaborative planning time which then translates into sound teaching practices in the classroom.</p> <p>Las Lomas has established a Challenge Success team which consists of the school principal, three teachers, two students, and a parent representative. After attending the Stanford conference, the team led discussions with staff and students to identify key symptoms and causes of student stress. As a result of the discussions, the Challenge Success team decided to focus on a few specific areas to address student wellness. The Las Lomas community participated in a Homework Awareness Week. Staff were asked to evaluate and gather feedback from students on the effectiveness of their homework practice. Students reflected on their study skills and discussed methods to efficiently and effectively review curriculum. The outcome of the awareness week indicates further support in the areas of student study skills and managing the use of devices during studying is needed.</p> <p>All four comprehensive schools in the district are participating in the Challenge Success program. <a href="#">Research</a> from the Stanford program supports block scheduling to decrease student stress and increase student achievement. As a result of a yearlong task force, the district is moving to a modified block schedule beginning in the 2017-18 school year.</p> <p>In English, an increased emphasis on non-fiction has taken place, including the introduction of a new book to the curriculum.</p> <p>In instrumental music classes, students researched the benefits of studying music on the brain and body.</p> <p>In science, teachers have attended multiple professional developments to remain current with the Next Generation Science Standards.</p>	<ul style="list-style-type: none"> <li>● Extensive participation by staff in Summer Institute</li> <li>● District sponsored Professional Development Days</li> <li>● Stanford Challenge Success/Homework Awareness Week.</li> <li>● Block scheduling</li> <li>● NSTA/CSTA Conference</li> </ul>

**Academic and College- and Career-Readiness Standards for Each Area**

Findings	Supporting Evidence
<p>Departments district wide have aligned to the California State Standards through a process of collaboration. Departments started with the state framework and then aligned the district standards and course of study in all course disciplines to be in line with state's requirements district wide. Revisions of courses of study are approved by the Governing Board before the new changes are adopted.</p> <p>The Las Lomas staff has participated extensively in the development of new courses of study at the District level. Departments participating in the development of the revised Courses of Study (COS) include Math, PE, World Language, and English.</p> <p>Teachers of AP courses re-submitted a course of study to be aligned with all the changes adopted by the College Board. These included courses in world languages, sciences, history, economics, English, and math.</p> <p>Teachers in the district are encouraged to attend summer workshops paid for by the district for AP to keep up with the changes in their courses and to stay up to date with College Board requirements for the courses.</p> <p>Las Lomas has 7 lab classrooms to accommodate science courses.</p> <p>Extensive courses are available for all students that choose to meet the UC a-g requirements, including core and elective options.</p> <p>New teachers in any discipline can familiarize themselves with the new courses of study which are published at the district web site.</p>	<ul style="list-style-type: none"> <li>● <a href="#">District Courses of Study</a></li> <li>● <a href="#">College Board Central</a></li> <li>● Districtwide Course of Study Development</li> <li>● Course Catalog</li> </ul>

**Congruence**

Findings	Supporting Evidence
<p>Las Lomas staff has sought to promote congruence between actual concepts and skills taught, district, site and career goals, and our schoolwide learner outcomes through numerous initiatives and programs. One way that staff seeks to achieve this congruence is by working collaboratively with colleagues at other school sites in the district to produce common assessments aligned to state standards. For example, chemistry teachers at Las Lomas and within the Acalanes Union High School district have collaborated on and created common final exam questions and have agreed to use at least 40% identical questions. Additionally certain departments have created a common curriculum based on state standards and district and site priorities. For example within the math department, Algebra</p>	<ul style="list-style-type: none"> <li>● District common assessments, graded using rubrics aligned to CA Standards</li> <li>● Common curriculum (English, PE, WH, USH, Chemistry, Math)</li> <li>● Senior Project, especially relevant to College and Career Readiness Standards</li> <li>● STAR and Smarter</li> </ul>



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<p>I and Geometry use common assessments throughout the year and across the district. At Las Lomas, the English Department has integrated common core standards with state standards to create a comprehensive senior project which every English 4 student completes as a capstone to their language arts education. A common rubric is used to assess this project and emphasizes transferable skills such as independent gathering of information both academically and within the community, interviewing skills, clear writing and oral presentation skills. There is also a mentorship component of the senior project that partners students with experts within the community.</p> <p>Additionally Las Lomas students continue to participate in California's standardized testing programs such as STAR and now the CAASPP test. An area of improvement in this regard is increasing student attendance for these exams. Faculty reviews the results of these tests and uses that data to direct congruence to standards.</p> <p>The career and counseling office keeps a wide variety of student data relating to college admittance. Following up with graduates regarding their academic performance in college has been identified as a possible next step for ensuring congruence to college/career readiness standards.</p> <p>Las Lomas continues to support standards based instruction by adopting up to date course materials such as standards based textbooks. Most recently the math department has done this. Last year new standards-based textbooks were adopted for Algebra 1. This year it was Geometry, and next year will be Algebra 2. All levels of French and Spanish 4 have also adopted new standards based textbooks.</p> <p>Starting with the 2013-2014 school year, we have regularly dedicated some of our Wednesday Late Start staff development time to Common Core skills. For example, in the first year we focused on how to implement a close-read and the skill of critically evaluating a text. Last year each department chose two Common Core standards to focus on in the first semester, and one in the second. Focusing on Common Core skills such as critical thinking and emphasis on mastery rather than completion will hopefully benefit students as they proceed to higher level academics and face more rigorous academic demands. Department members then worked collaboratively to develop the skill. We did this approximately six Wednesdays first semester and four in the second.</p>	<p>Balanced assessments</p> <ul style="list-style-type: none"> <li>● AP results</li> <li>● English 2 Career Research Project</li> <li>● World History and US History Research project</li> <li>● Biology Common Assessment</li> <li>● Chemistry Common Rubric with Lab write-up</li> <li>● Sophomore PE End of the year final project</li> <li>● Algebra I team</li> <li>● Geometry Team</li> <li>● College admittance data</li> <li>● Use of Naviance starting with freshmen</li> <li>● Sophomore Career Project</li> <li>● Adoption of new standards based textbooks</li> <li>● Skill based Common Core Wednesday morning groups</li> </ul>
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### Integration Among Disciplines

Findings	Supporting Evidence
Las Lomas has also focused on close collaboration between the Special Education Department and other academic departments	<ul style="list-style-type: none"> <li>● Use of outside experts regularly e.g. woodshop,</li> </ul>

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<p>through the use of team taught classes. This is currently happening in Government, Economics, English 1-3, World History, US History, Biology, Algebra A/B, Geometry, and Geology. There are overlaps between other subjects as well, such as language classes and foods classes.</p> <p>Members of the Bay Area Wood Turners Association come into Wood Tech twice a week and work with students in small groups. In Economics members of the Walnut Creek Rotary Club have visited classes regularly to speak to students about their experience in the fields of finance, insurance and investing. Furthermore, guest mechanics often visit the auto shop students to impart practical wisdom.</p>	<p>Physics, Economics, French, Auto Tech</p> <ul style="list-style-type: none"> <li>● Spent a semester working on Common Core Language Skills e.g. close read</li> <li>● Special Ed outsources curriculum to enhance learning e.g. books on tape, math program, reading program</li> <li>● Collaboration classes</li> <li>● ELL-Gov/Econ integration/support</li> <li>● Counselors attending department meetings</li> <li>● Cooking class collaboration with Japanese and with Math</li> <li>● World language and Art have a formalized collaborative project</li> </ul>
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### Articulation and Follow-up Studies

Findings	Supporting Evidence
<p>Although not consistent across departments, there is ongoing communication with our primary feeder school Walnut Creek Intermediate (WCI). World Language, Special Ed and Math currently have formalized articulation with WCI. To this point, Open House has been moved to February in order to facilitate communication between high school administrators and counselors with parents of incoming freshmen. The ELD teachers and special education teachers meet with middle school staff to ensure a smooth transition for at-risk students as they transition from middle school to high school.</p> <p>In addition to articulation with our feeder school, Las Lomas students have ample access to information regarding post-secondary opportunities.</p> <p>Every year a panel of recent graduates returns to Las Lomas to participate in a forum covering their college experience. Many current Las Lomas students attend the forum at various times throughout the day. An area of improvement would be to develop a formal system to track the progress of graduates and use that data to inform our methods of preparing students for higher education and life beyond high school.</p>	<ul style="list-style-type: none"> <li>● Language and Math meet with WCI teachers, other communication throughout the year</li> <li>● Middle school mentors. High school students go to WCI</li> <li>● Movement of Open House to February</li> <li>● ELD and Special Ed. meet with WCI</li> <li>● College Rep visits</li> <li>● Some DVC articulation conference- English teachers attend and EL</li> <li>● DVC offers One Week Summer Exploratory program for students</li> <li>● La Raza exposes Hispanic students to post-secondary opportunities.</li> <li>● Invite graduates to come back to share college experiences</li> <li>● Every other year Tech Ed attends Laney College statewide conference for articulation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Counseling attends annual conferences for CSU and UC articulation</li> </ul>
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**B2. Access to Curriculum Criterion**

**Variety of Programs — Full Range of Choices**

Findings	Supporting Evidence
<p>Las Lomas offers a variety of ways for students to explore career opportunities within the curriculum. The College/Career Center introduces a comprehensive program to freshmen that follows them throughout high school. Tools for self-exploration through Naviance and other sources allow students to personalize post-secondary options.</p> <p>All sophomores take a career interest survey and use other means to research at least one career and post high-school training institutes or college opportunities to synthesize what they have learned and demonstrate knowledge of support in this area.</p> <p>All senior students must complete a senior research paper. They choose their own topic of inquiry that relates to subjects they find interesting and that they may choose to study after graduating. They must synthesize a variety of sources and interview professionals in the field they are researching. Additionally, students must spend at least 10 hours working on an experiential project that often involves working, volunteering, and/or observing in the community or industry under study.</p> <p>Las Lomas offers a multitude of resources and events to prepare students who want to pursue college. In mid-September we offer a college night that many college bound students and parents attend. Counselors discuss the college application process and all relevant questions about deadlines, acceptances, transcripts, etc. In the Spring, Las Lomas partners with Diablo Valley College (the local community college) to bring in representatives from the college to discuss the enrollment process.</p> <p>Counselors individually meet with all junior and senior students to discuss their college/career readiness. Representatives from colleges and the military come to our campus and students can meet with them. These past several years we have organized an assembly where graduates discuss post-high school life whether life in college or the experiences gleaned from a gap year.</p> <p>Our course offerings include the Regional Occupational Program (ROP) with a focus on skill content such as the Medical Technology class that covers a range of health related topics including nursing, general well-being, mindfulness, dietary concerns and much more. Our foods program prepares students for culinary careers, and Stagecraft preps students for various careers in production and construction.</p>	<ul style="list-style-type: none"> <li>• Very broad course catalog with respect to pre-technical training such as Tech Ed, Med Tech, computer programming, etc.</li> <li>• All Regional Occupational Program courses develop curriculum around an advisory panel made up of industry professionals</li> <li>• Departments do college and career research project. Includes skills assessment, career research, introduction to Naviance</li> <li>• Career Center with ample and up-to-date resources</li> <li>• Senior Project has experiential component where students interact with local professionals and the community at large</li> <li>• Work experience class</li> <li>• Open enrollment for all classes. No students are denied entry</li> <li>• College Night/DVC Night/Junior and Senior appointments</li> <li>• College Rep and Military Reps</li> <li>• Trips to UC Santa Cruz and Diablo Valley College for CSF students</li> <li>• La Raza trip to Berkeley</li> <li>• Graduates invited to return to speak to students about preparation and experiences</li> </ul>

<p>There is a strong emphasis on STEM opportunities through the science and math departments such as a new Introductory and AP Computer Science course this year.</p> <p>Las Lomas offers a range of courses and explores new course offerings /programs for students. In the past few years we have added AP Macroeconomics, Computer Programming, AP Computer Programming, AP Environmental Science, Medical Technology, and Contemporary Issues.</p>	
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**Accessibility of All Students to Curriculum**

Findings	Supporting Evidence
<p>The curriculum at Las Lomas offers access to students with varying skill levels. Collaboration classes offer students in special education extra help in their general education classes by including a special ed instructor and/or instructional assistant in the class. Literacy classes provide struggling students with tools to improve study skills, reading comprehension, writing, etc. Our math program includes not only AP classes, but classes that are geared for more real-world, practical applications. We also offer Specially Designed Academic Instruction in English (SDAIE) classes for US History and English. We also offer English Language (EL) instruction classes in reading, grammar and usage.</p> <p>Teachers have worked together to collaborate on developing students' skills. For example, some Social Studies teachers are collaborating on implementing Socratic Question Seminars in their classes. English teachers have worked on developing Common Core writing prompts, rubrics, and close reading strategies.</p> <p>Staff members across departments are collaborating to investigate the most effective ways of utilizing Google Chromebooks in their classes.</p>	<ul style="list-style-type: none"> <li>● Senior Project</li> <li>● Literacy classes</li> <li>● Collaboration classes</li> <li>● Algebra AB</li> <li>● Math Applications</li> <li>● Many Honors and AP courses are offered in all disciplines.</li> <li>● Wednesday morning Collaboration</li> <li>● Utilization of technology</li> </ul>

**Student-Parent-Staff Collaboration**

Findings	Supporting Evidence
<p>Utilizing a variety of resources, parents, students, and staff collaborate in developing, monitoring and revising student learning plans and college and career goals on campus and community wide. They do this by utilizing a variety of web-based programs and also by prioritizing face-to-face meetings. To develop student learning plans, incoming 8th graders meet individually with a counselor at Las Lomas to select courses and gather information on programs on campus. Since our last WASC visit, we have added numerous electives designed to engage all levels of students such as Math Applications, Computer Programming, Contemporary Issues, Med Tech, AP Environmental Science, and Forensic</p>	<ul style="list-style-type: none"> <li>● 504/IEP plan development and implementation</li> <li>● Junior and Senior counselor meetings</li> <li>● 8th grade meetings</li> <li>● Special Education transition plan for each student</li> <li>● School Loop</li> <li>● Naviance</li> </ul>

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<p>Science.</p> <p>Juniors and Seniors also meet with counselors to revise their learning plans. Students in Special Education, at minimum, meet annually to develop and revise their individualized learning plans and implement post-secondary goals. College representatives visit campus to meet with students and groups of students have the opportunity to visit college campuses. There are a variety of elective course offerings that reflect career and technical outlets.</p> <p>While staff is always focused on supporting students at every grade and skill level, it is frequently difficult for staff to collaborate with students or other staff members regarding students in common, as meeting time is limited and almost exclusively otherwise structured and designed. Although in the past year, time has been allotted once per semester, usually before finals, for staff to meet with struggling students, this time has been limited. Finding time outside of class hours is difficult for both staff and students.</p>	<ul style="list-style-type: none"> <li>● Solid communication infrastructure (El Boletin, School Loop, school website)</li> <li>● Tri-S</li> <li>● Course offerings</li> <li>● College and Career center</li> <li>● College visits to different campuses</li> <li>● College Reps visiting Las Lomas - 93 already scheduled for this school year, likely many more to follow</li> <li>● Work Experience program</li> <li>● ROP programs on campus</li> </ul>
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### Post High School Transitions

Findings	Supporting Evidence
<p>97% of the graduating class of 2016 attended college. 61% of these attended a 4-year college, and 37% attended a 2-year college.</p> <p>The school strives to establish strategies and programs to facilitate college and career transitions, but we need to develop effective ways to communicate with our graduates after their transition from Las Lomas. This will allow us to learn from their experiences and to further evaluate our strategies and programs.</p> <p>Programs in place include various evening presentations, including Senior and Junior College Night, financial aid 101, community college night. Additionally, daytime college readiness programs include Alumni Forums every December. Throughout the school year, many colleges present informational presentations during the school day, and the College and Career center hosts several local college field trips.</p> <p>Special Education students have individualized transition plans that focus on college and career transitions, which are developed and put in place once students turn 16. These plans are tailored to each student's interests, skills and abilities. Goals are then developed and monitored through the implementation of IEP's.</p> <p>Specific growth areas might include interviews with recent graduates</p>	<ul style="list-style-type: none"> <li>● Consistent reevaluation and revision of district and site courses of study</li> <li>● Graduate Forum- held annually with returning graduates sharing college experiences</li> <li>● Informal student feedback is anecdotal only</li> <li>● College Rep/Career/Military visits to Career Center share info about transition to college</li> <li>● Special Ed students have individualized transition plans and measurable goals developed through IEP team meetings.</li> </ul>

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or a formal data collection system. Also, Special Education would benefit from a formalized program of transition goal attainment.	
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## **ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs**

### **Summary (including comments about the critical learner needs)**

Students at Las Lomas have access to a broad and challenging standards-based curriculum that is accessible to all students. Las Lomas has a highly trained staff which is constantly honing its relevance and effectiveness through extensive participation in professional development. This positions us well to address our Critical Learner Needs regarding the ELA/Literacy and the Mathematics sections of the Smarter Balanced Assessment and to achieve our relevant goals.

### **Prioritize the strengths and areas for growth for Category B.**

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- Las Lomas has a broad course curriculum to engage a variety of students. The school constantly evaluates the course offerings and adds new classes.
- There is extensive participation of Las Lomas staff in professional development opportunities to enrich their classroom lessons.
- There is consistent application of latest educational research (block schedule, Challenge Success, etc.).
- Staff has actively revised curriculum to meet California Standards and is in process at the district and site level to transition to NGSS.
- We have increased access to Advanced Placement courses and percent of passage rate over the past 6 years.
- Our students graduate at a 95-97% rate and 97% attend college.

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- After students graduate from Las Lomas, the school does not formally track student success in postsecondary education. We don't actually know how prepared they were.
- We need additional collaboration time between staff to support struggling students. It is currently difficult to get all staff relevant to one student together at one time.
- Integration of curriculum across disciplines occurs in pockets but could be strengthened.
- We need more consistent and formalized articulation between LL and our feeder school WCI.
- We need to successfully transition to block schedule (including embedded RTI) and Next Generation Science Standards.

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

#### Results of Student Observations and Examining Work

Findings	Supporting Evidence
<p>A culminating activity for all Las Lomas students is the Senior Project. This 8-10 page research paper also includes an experiential component. Students complete extensive research, conduct interviews with experts in their field, and then present their findings to their classmates.</p> <p>Las Lomas High School is successfully preparing students for college and 97% of graduates from the Class of 2016 went on to attend a two- or four-year college. Las Lomas teachers find out what students know and then teach above and beyond that. In the classroom, teachers elicit multiple perspectives on a topic, which shows respect to diverse opinions. Teachers use a variety of groupings in the classroom, including partners and small groups, to engage students and to build trust and enable students to bond with one another. Peer editing allows students to learn from each other, although at other times students are instructed on how to do individual research for projects and essays. Las Lomas prepares students to succeed not only on their own, but also as a member of a group. Our English Learner students have the support of SDAIE classes, which help prepare them for college while building their English skills. For example, closed statements with word banks are used to help EL students craft correct sentences. Students on modified curriculum in math are given an example problem on all assessments to use as a model and then do a problem on their own.</p> <p>We offer Literacy classes for students who historically have shown that they are at risk of failing. Two days a week students receive literacy support; the other three days a week they get academic support for their other classes.</p>	<ul style="list-style-type: none"> <li>● Senior Project</li> <li>● MARS tasks in math</li> <li>● Peer editing</li> <li>● SDAIE classes for EL students</li> <li>● Course Catalog</li> <li>● Graduation Statistics</li> </ul>

#### Student Understanding of Learning Expectations

Findings	Supporting Evidence
<p>Acalanes Unified High School District has Course of Study guides for each course. Teachers are involved to keep these courses of study updated. In each classroom, individual teachers pass out and make available on-line the syllabus for their class. A standard Course Syllabus includes expectations for classroom behavior, average amount of homework to be assigned, where grades are posted, how to contact the teacher for questions or extra help, and grading policies. For particular assignments, teachers often show examples of past student work to help clarify expectations. Rubrics are also given which clarifies how a particular assignment will be graded.</p>	<ul style="list-style-type: none"> <li>● District Courses of Study</li> <li>● Course Syllabus</li> <li>● Grading Components</li> <li>● Assignment Rubrics</li> <li>● Exit Tickets</li> <li>● Eng 4 Portfolio</li> <li>● Posters in Classrooms</li> <li>● Student exemplars</li> </ul>



**Differentiation of Instruction**

Findings	Supporting Evidence
<p>Las Lomas teachers use technology and multimedia in different ways in their classrooms to differentiate instruction and support student learning. Students have an opportunity to use ipads or computers so that they can work on projects/activities at their own pace. A variety of instructional methods are often used within a class period to engage the senses and appeal to different types of learners (auditory, visual, kinesthetic). Often teachers structure class time so as to be able to check in with each student and differentiate assignments, such as inviting students to do their “version” of the assignment and at times giving credit for completion.</p> <p>Classroom teachers follow the IEP and 504 accommodations of their students to best support their learning. Our weekly tutoring program allows for individual or small group instruction, if more is needed beyond the time in the classroom. As a result of differentiating instruction and giving students choice in assignments there was a noticeable positive impact in student engagement. In the world language classes the students use Quizlets to help prepare for a test and are engaged in what they are doing while learning valuable study skills. When students fail to complete an assignment on time, teachers often meet with the students to modify the assignment to best fit the student's needs or interest. When a student is struggling, teachers provide one on one instruction and support.</p>	<ul style="list-style-type: none"> <li>● Departmental iPad carts</li> <li>● observation of teaching methodologies</li> <li>● observation of classrooms for utilization of tech</li> <li>● peer tutoring</li> <li>● Illuminate</li> <li>● School Loop</li> <li>● IEP and 504 plans</li> </ul>

## C2. Student Engagement Criterion

### Current Knowledge

Findings	Supporting Evidence
<p>Las Lomas teachers participate in workshops to learn about and deepen their technology skills. These workshops take place during Wednesday Late Start meetings, during mandatory and optional Inservice Days, and during the AUHSD Summer Institute days. Teachers can tailor their workshops to their subject needs and interests and therefore time can be spent effectively on activities that can be immediately used in the classroom to improve student learning. Some of the ways technology is incorporated into our classrooms include graphing calculators in math, Google voice recording program (language students use their cell phones to leave a voice recording for their teacher), Kahoot cellphone based games and assessments, Quizlet audio enabled flashcard practice, games and assessments, YouTube/Vimeo video clips and Google Docs and Slides for projects and presentations. Las Lomas teachers ensure that students have frequent access to technology by taking their classes to our Computer Lab, using our department Ipad Carts, the library learning center computers, laptop or Chromebook carts and by incorporating games and activities that use the students' cell phones.</p>	<ul style="list-style-type: none"> <li>● Pinterest Board in 3D Art</li> <li>● Challenge Success meetings</li> <li>● Kahoot and other phone based games, tests or activities</li> <li>● Nearpod</li> <li>● Videos/lessons posted on SchoolLoop</li> <li>● Quizlet Flashcards and games</li> <li>● Audio recordings in World Language</li> <li>● Google Docs</li> <li>● YouTube video clips and songs</li> <li>● Assignments and grades posted on SchoolLoop</li> <li>● Graphing calculators</li> <li>● Library training on computers &amp; research</li> </ul>

### Teachers as Coaches

Findings	Supporting Evidence
<p>Las Lomas teachers work together during Institute Days and workshops to share ideas, coordinate lessons and support each other. In the classroom and during individual weekly tutoring (or tutoring during lunch, before school, etc.), teachers act as coaches with their students by asking questions that will elicit discussion and reflection.</p> <p>Our College &amp; Career Center matches up students with other students who are Peer Tutors. Our math teachers are working on coaching the process and steps to solving a math problem, rather than just looking for the right answer. Our psychology teachers incorporate several projects that include both observing children and babies and also researching mental disorders; students then present their research and findings to the class during presentations. Many Las Lomas teachers scaffold their teaching so that students are reminded of what they already know and can fit new material into a context that has meaning to them. The English department takes their students to the library so they can learn about research modules in preparation for their Senior Projects. The week before Fall and Spring Final Exams, Las Lomas sets up two afternoons/evenings for tutoring in the library; many teachers come to support the students in preparing themselves for final exams and pizza is served. Each year we provide extra tutoring before final exams, we have had more students participate and we have seen</p>	<ul style="list-style-type: none"> <li>● Inservice colleague collaboration</li> <li>● Tutoring center</li> <li>● Weekly tutoring schedule with staff members</li> <li>● Peer tutors</li> <li>● Finals Tutoring</li> </ul>

<p>improvement in the finals grades of participating students.</p> <p>To call on all students equally, many teachers use an app called Class Cards which randomizes calling to insure that all students have the opportunity to participate. This keeps the students engaged in class and makes all students accountable for their learning. In the Math Department, teachers use an app called Class Kick where all students are completing problems on a device and teachers can give live feedback (oral or written). The students can also check a box if they are finished or if they need individual help.</p>	
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**Examination of Student Work**

Findings	Supporting Evidence
<p>In math, students demonstrate higher cognitive levels through the shift back to problem solving. Solutions include the ability of students to dig deeper, which includes written explanations for math processes and reasoning. A performance task is given that provides students the opportunity to show thought process, reasoning, step by step problem solving and application of the material to the situation. Math Applications is a course that provides students with real world problems. For example, a typical problem asks students how much paint do you need to paint a room of certain dimensions? Students continue to use opportunities to practice knowledge skills in culminating projects for AP Statistics. The students come up with a project idea based on their interests and collect their own data and analyze it. This project shows how students have to synthesize knowledge and apply previously learned ideas while researching and discovering knowledge within the math discipline. In math classes, teachers use resources such as Dan Meyers 3-act math tasks and Desmos graphing activities. These require problem solving and higher level reasoning skills or prediction and exploration where they can apply their knowledge and communicate their learning with their classmates.</p> <p>PE students demonstrate content knowledge of fitness in the second semester of 10th grade Physical Education classes by developing a fitness plan that uses physical education knowledge gained in the previous year and a half. The content of this practical knowledge includes the acronym FITT--frequency, intensity, time and type of physical activity needed by students to maintain a healthy lifestyle.</p> <p>Humanities teachers have increased their focus on research, with reliance on library databases for the collection of information (and engagement with the district-wide online research training program). The librarian educates students to help them develop a skill base of current and relevant research techniques. History and English teachers use research-based skill sets to elicit prior knowledge through discussion and writing which in turn helps students form opinions to develop claims and a deeper understanding of complex issues. For standardized tests, students have practiced specific paragraph development skills in their classes. Sophomore English students construct thesis paragraphs for a textbook/book they are</p>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● New Math textbooks aligned with CA State standards</li> <li>● Science Inquiry Projects</li> <li>● AP Statistics Culminating Projects</li> <li>● PE Fitness Plan</li> <li>● Library Research</li> </ul>

<p>studying. Students stake a claim and then cite the text to find evidence to support the thesis claim.</p> <p>Research skills are used daily in the sciences. Students gain valuable skills for using technology to conduct outside research to reinforce the content that is taught in class. his skill base of research and discovery leads to the higher order cognitive skills to design and implement their own scientific inquiries. An example of a scientific inquiry is when students design their own experiments in an inquiry fashion allowing them to discover the process on their own.</p> <p>In the Culinary Arts students are presented with an essential foods question such as, "Is breakfast the most important meal of the day?" Students then journal about their daily breakfast choices, cook different breakfast meals and read articles about the importance of breakfast. From there, they stake a claim and create a powerpoint to support the claim with evidence.</p> <p>In 3D Art, students are given a choice for a research topic. Students are directed to acquire more information through research about that topic which leads to a deeper understanding of the topic. Through choice, students exhibit ownership of the subject matter and strengthens their critical thinking.</p>	
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**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Findings	Supporting Evidence
<p>Via the proven modalities of class discussion, partner work and group work, students present information wherein they advocate for a specific point of view. For example, students in Foods watch a demonstration and then must replicate the recipe in groups, each student embodying a specific role within the group. Each of the roles is essential to completing the recipe and task. Another cross-curricular Foods and Algebra A project integrates fraction operations with the process of baking cookies in order to apply math operations to real-life situations.</p> <p>In science classes, students design their own experiments, collaborate with peers, conduct research on advanced topics and collect data. In math, students present challenging brain teaser problems to peers. They are also required to demonstrate their thinking process.</p> <p>Furthermore, English and History teachers are focusing on developing students' analytical skills by asking them to connect supporting evidence to claims through verbal and written analysis, which develops deep critical thinking skills.</p> <p>Math is transitioning to common core standards which emphasizes</p>	<ul style="list-style-type: none"> <li>● Math students present problems to peers</li> <li>● Students research for info that is unique and relates to a larger whole (class project or group project)</li> <li>● Research a culture/art</li> <li>● Partner Questions</li> <li>● Students teach each other</li> <li>● Field trips</li> <li>● In-class debates</li> <li>● Socratic seminar</li> <li>● Fishbowl discussions</li> <li>● Proxemic experiment in psychology</li> </ul>

<p>problem solving and critical thinking with a variety of multi-step problems requiring them to apply what they have learned.</p> <p>AP Psychology students work in groups first and then eventually individually to craft FRQ (free response questions) responses that require the students to apply a term to a specific situation provided in the question. Additionally, psychology students conduct experiments then analyze their data to see if their findings match what they've read in their textbook about these concepts.</p>	
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**C2.5. Indicator:** Students use technology to support their learning.

Findings	Supporting Evidence
<p>Students use technology to achieve academic standards in many ways in their various classes. For example, in science classes, the students make animation movies to show various processes in the standards. This forces them to ask many questions of each other and also of the teacher about the process before their final model is turned in to ensure understanding of the topic.</p> <p>Google Docs is another technological tool that students utilize across disciplines to collaborate on assignments. In English classes, students use Google Docs to share essays so that other students can comment and edit for particular skills (about which they've received direct instruction). Teachers make full use of the revision history feature to monitor who did which edits and when. This reinforces academic integrity because the workload is more evenly distributed and no one student is doing an entire project by themselves. Teachers in many disciplines use Google Docs for collaboration amongst students.</p> <p>Students in various subjects use databases that are purchased and maintained by the school library to help them in a variety of research projects in many curricular areas. Instruction in the use of these databases shows students how to find reliable and relevant information about their subject.</p> <p>Furthermore, technology is used to create games that reinforce learning. Teachers assign students to complete a scavenger hunt by giving them websites with which to do research to answer a question. One class had the students complete a Jamba Juice scavenger hunt to discern healthful choices in smoothies. As a further example, teachers use Kahoot to create quizzes to test comprehension. Additionally, Algebra 1 uses Thinglink for a project in which students find a real life picture of a parabola, and using Desmos, fit a parabola on the picture to identify key features (vertex, zeros, etc.). Physical Education classes use Coach's Eye technology to help analyze skill development and technique for evaluation. The examples listed here are just a fraction of the ways that technology is used in classes to reinforce academic standards.</p>	<ul style="list-style-type: none"> <li>● 2017-2018 year, Chromebooks for every incoming freshman</li> <li>● Jamba Juice Scavenger hunt</li> <li>● Google Docs</li> <li>● Science Databases</li> </ul>

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

Findings	Supporting Evidence
<p>Las Lomas teachers engage students with a vast offering of materials and resources. For example, Psychology students investigate answers to questions the textbook cannot answer, such as the cultural reaction to teen pregnancy and its effects on the teen via a school-wide simulation. They also research abnormal disorders and evaluate the accuracy of media’s depictions of psychological topics.</p> <p>Math students use MARS (Math Assessment Resource Service) data base problems to think critically about real life situations, and Algebra 1 students use Estimation 180.com to calculate the estimation of real-life situations. Math teachers require the use of a graphing calculator in Precalculus and AP Statistics during class and for completing homework problems. We also engage students in using Algebra A and Math apps to figure out which is the better retail deal, using apps to assist them while shopping, comparing regular and sale prices, and calculating tips at a restaurant.</p> <p>English students conduct research projects on various topics. They also read articles and essays from mainstream media, connect film to literature, and create pieces of writing that serve various real-world purposes.</p> <p>History teachers invite students to engage with current events via research and a variety of presentations.</p> <p>Students use a science database to find relevant scientific articles. Using these articles, students participate in class discussions that connect what is learned in class to the article and their life experiences.</p> <p>Multiple classes use Google Chromebooks to access Google Classroom to turn in assignments as well as to develop and share documents.</p>	<ul style="list-style-type: none"> <li>● Sophomore English Career Research Project</li> <li>● Senior Project</li> <li>● Mythology Research Project</li> <li>● Election Platform Research</li> <li>● Abnormal Psychology Project</li> <li>● Psychology Movie Review</li> </ul>

**Real World Experiences**

Findings	Evidence
<p>Las Lomas students are given opportunities to learn about careers throughout their high school years--some formal, some informal.</p> <p>In Foods classes, culinary arts professionals visit and students visit local restaurants to observe restaurant operations. In Environmental Science and Biology, guest speakers share their experiences in the field with classes and students complete a research project on a career of interest, including interviews and presentation components. Government classes require a community service</p>	<ul style="list-style-type: none"> <li>● Postings, student bulletins to display student internships</li> <li>● E-bulletin to parents about available internships</li> <li>● Community Service Project</li> <li>● Naviance Project</li> </ul>

project which leads some students to intern and/or discover career-related interests in the community.

A supplemental and optional opportunity that is given to students to explore a potential career path includes juniors and seniors who volunteer to be New Horizons Outdoor Education Counselors for a week-long fifth-grade environmental camp. Students are responsible for a group of fifth graders and their daily activities. The counselors are not only responsible for prioritizing their own schedule each day, but also the schedule of the campers.

Math teachers specifically relate math as a useful and important problem-solving skill for a multitude of jobs and careers.

Students are also encouraged to seek information on their own, which perhaps should be more formalized so that the students who do not naturally seek that information have greater access. The College and Career Center (CCC) offers weekly college recruitment meetings where the students can get information about a particular school and get more information about the various majors offered. The CCC at Las Lomas publicizes internships, scholarships and job opportunities that are available to the students. Many students have expressed an interest in opportunities in health care, so the CCC partners with John Muir Medical Center, Kaiser Hospital and Children's Hospital Oakland.

Freshman, sophomores and juniors participate in a short program each year presented by the career counselor. During their freshman year, students complete a learning style inventory to help them grow in awareness of their unique skills. Their sophomore year, students complete a career exploration project and junior year they link this project to college majors and colleges that offer these majors. These projects are done through Naviance. Naviance also hosts videos where students can see professionals in their field "on the road" and students can follow their interests.

Our Career Technology Education (CTE) program prepares students to transition to life after high school. For example, the Foods program invites professionals from the food industry to talk about their professions. Chefs from Johnson and Wales have visited and given cooking demonstrations and information about post-secondary Culinary Arts programs. Local restaurant owners have visited and given talks about food costs, labor costs and the complications and delights of owning a local restaurant. Local farmers from the Contra Costa County Farmer's Market Consortium donate fresh farm food and give talks on the importance of sourcing local foods. Students are encouraged to consider part time employment in local restaurants. Students are given information about SafeServe--a certification program that gives students a Food Handler's card--essential when applying for a job in a restaurant. Students with a Food Handlers' card have an edge when applying for jobs. All of this information helps inform students for career paths.





## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the critical learner needs)**

Overall, Las Lomas teachers have a clear theoretical understanding of the new standards, and they are working to teach in ways that enable students to meet them. The shift in instructional practices is school-wide and noticeable; colleagues are supporting one another in this growth and teachers are supporting students as they engage in these new approaches. The focus on critical thinking is evidenced across campus as are the real-world connections within the learning. It is anticipated that next year's move to a block schedule will allow us to address this even more thoroughly. While we are proud of the work we have done to date, we recognize our potential to do all of it better and we are actively working on doing so.

### **Prioritize the strengths and areas for growth for Category C.**

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Las Lomas teachers have shifted their instruction to incorporate the Common Core State Standards.
- Las Lomas science teachers have undergone professional development in preparation for the shift to NGSS.
- Las Lomas does an excellent job of providing students with exposure to possible career pathways.

#### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Students should be exposed to more career exploration in Math.
- Teachers should make more effort to make homework meaningful to students.
- The Science department should collaborate to implement the NGSS standards.

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

#### Professionally Acceptable Assessment Process

Findings	Supporting Evidence
<p>Looking at the effectiveness of our assessment data and the distribution of that data, Las Lomas is strong in two of three categories. The collection of data and the access to the data is readily available to all staff and administration. We have identified data analysis as a growth area.</p> <p>Administration shares standardized testing results with faculty during professional development time to evaluate student performance. When shared, the data from CAASPP tests, AP tests, and Illuminate is available to those who request it. Individual teachers use Illuminate to collect data and assess the efficacy of the unit and student performance. These performance results are used to evaluate effective teaching techniques and plan for further professional development.</p> <p>Some departments use common or district assessments to collect data. Teachers/departments can then look at how this data represents different socioeconomic status, ethnic groups and students with disabilities.</p> <p>World History and US History classes have participated in a district level DBQ for the past several years. The World History DBQ prompt deals with bridging the Enlightenment and the French Revolution. The intention is to garner a “baseline” skill evaluation for all Freshmen (the typical grade level for students taking the course). When the district level DBQ is given within the US History course, it is an opportunity to assess student growth in skills since the initial assessment.</p> <p>Some teachers choose to access the disaggregated data, but the majority do not view the data in this light. While data is available, it is typically viewed only from the perspective of meeting expectations or not meeting expectations.</p> <p>In the Math Department, common assessments are used frequently and data is accumulated. While teachers in the department feel that the analysis of this data is used informally, there is room for improvement in how we use common assessment data to inform and improve our teaching practice that year and in future years.</p> <p>The English Department has received CAASP data comparing multiple years of performance at the school district and state levels.</p>	<ul style="list-style-type: none"> <li>● Illuminate Tests</li> <li>● Illuminate reports</li> <li>● Naviance reports</li> <li>● CAASPP results</li> <li>● Common Assessments (Biology/World History: common questions on final/Math: district tests (alg I, geo, alg B)</li> <li>● Spanish common final exam</li> <li>● AP score reports</li> <li>● History teachers gather to norm assessment rubrics</li> <li>● Monitoring of student grades on School Loop (C- or lower)</li> </ul>

#### Monitoring and Reporting Student Progress

## Las Lomas High School ACS WASC/CDE Self-Study Report

Findings	Supporting Evidence
<p>Schoolwide learner outcomes are based on percentages of students that achieve “standards Met” or “Standards Exceeded” on the English and Math portions of the Smarter Balance or CAASPP tests. The schoolwide learner outcomes have been difficult to measure due to the limited data during these transitional years in state testing.</p> <p>Processes of informing stakeholders are also in a transitional stage. The school has given results when available, but there is limited understanding/ analysis of this data. The school has been intentional in informing the community and appropriate stakeholders of this transition.</p> <p>Academic standards are shared via Progress Reports every 4.5 weeks. Current grades are available on School loop as teachers update them. Some teachers update weekly or more while others report less often.</p> <p>504 plans and IEPs are available to those students who need additional academic or emotional support.</p> <p>Las Lomas communicates performance of specific standards by way of the formal testing reports, such as STAR Smarter Balanced, and Single Plan for Student Achievement on a yearly basis. Additionally, the school and district developed common core tests for 9th and 10th graders based on specific standard/goal areas that were given yearly to replace STAR testing. Results of those tests were distributed to departments and used for forward planning based on the data.</p> <p>The SARC report is updated and reviewed yearly and then published on the school and district websites.</p> <p>School Loop communicates both student involvement and progress in the standards-based curriculum at least twice a quarter. This information is used by both students and parents to assess student progress.</p> <p>Advisory groups meet once or twice a year to discuss the relevancy of ROP classes.</p> <p>Our principal reports out to the Parent Teacher Student Association and the Walnut Creek Educational Foundation, invites parents to meet with him once a month (“Mornings with Matt”).</p>	<ul style="list-style-type: none"> <li>● SPSA</li> <li>● SARC</li> <li>● School Loop</li> <li>● Advisory group meetings</li> <li>● Newsletters</li> <li>● PTSA</li> <li>● Naviance (all-calls)</li> <li>● Progress reports and report cards</li> </ul>

### Monitoring of Student Growth

Findings	Supporting Evidence
Various stakeholders across campus have methods for either	<ul style="list-style-type: none"> <li>● Data from common</li> </ul>

<p>seeing the status of students' successes or struggles, and students can see how they are performing in school. Listed here are the stakeholder groups and their monitoring methods.</p> <p>Teachers use a variety of assessment methods to monitor student growth and progress.</p> <p>Math/English/History/Foreign Language all use common assessment and generated analysis (Illuminate) to identify missed concepts/standards and to ensure proper placement and growth.</p> <p>Counseling and administration are constantly looking at data to determine student progress towards goals. Counselors analyze transcripts for each student and meet with them individually to assess progress, with special emphasis on D and F students..</p> <p>Academic success can have gaps as we allow open-enrollment instead of placement based on skill.</p> <p>Collaboration exists between counseling and various departments to best direct and advise students for class choices.</p> <p>The Math department has made improvements in its efforts to identify struggling students and create a plan for them to get on track. Students are sometimes offered multiple chances to demonstrate mastery in a given chapter/unit.</p> <p>SSTs, SRTs are held to evaluate student progress and determine when more individual attention is required.</p> <p>Data is based on academic and cognitive assessments. Discrepancies are identified and goals are created. The special education department gathers data periodically and report back to the parents quarterly as progress is being made. In addition, supports for post-secondary transition assist in monitoring growth per student and as a school. Individual goals are created (in alignment with standards) with quarterly checks, transition, progress reports, etc.</p> <p>Parents and students have the ability to monitor student growth through various resources, e.g. effective use of School Loop, and the seeking out of counselors for up to date transcript.</p> <p>There is a natural lack of data/information during the transition period to the new standards which are being assessed by the SBAC. As there is more data, we will once again be able to properly monitor their growth.</p> <p>Seniors at Las Lomas learn about and conduct extensive research via "The Senior Project." This is a paper/presentation/experiential project that includes a variety of sources and requires students to go beyond simply reporting information. They synthesize sources and ask tough questions--so we are assessing high level thinking.</p>	<p>Assessments</p> <ul style="list-style-type: none"> <li>● Common assessments</li> <li>● Data from grade trends</li> <li>● IEP progress reports</li> <li>● Student Transcript</li> <li>● Formative and Summative assessments</li> <li>● Aeries reports</li> <li>● Senior Project</li> </ul>
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**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

**Appropriate Assessment Strategies**

Findings	Supporting Evidence
<p>At Las Lomas, teachers employ a variety of types of assessments. Regular quizzes assess student understanding in nearly all subject areas to check progress. Common assessments both site based and district-wide, are administered in many subjects. Surveys are used to evaluate the effectiveness of homework practices. Projects, like the Career project, are often used to give students' real life application to their research, interviewing, and writing skills.</p>	<p>Variety of assessments:</p> <ul style="list-style-type: none"> <li>● essay tests</li> <li>● Constructed response</li> <li>● Multiple choice tests,</li> <li>● app randomizer,</li> <li>● Discussions</li> <li>● Homework</li> <li>● projects</li> <li>● performance tasks.</li> <li>● Exit tickets</li> <li>● Formative assessments</li> </ul>

**Demonstration of Student Achievement**

Findings	Supporting Evidence
<p>Subject-matter teams collaborated on Wednesday mornings (2015-16) to work on a common goal, such as evidence-based writing, project-based learning, inquiry centers, discussion strategies.</p> <p>English II teachers are norming college career projects and using formative assessments along the way to determine whether the process is working for that year and ways to improve the following year.</p> <p>World History teachers meet regularly to collaborate on lesson plans. All World and US History students write a DBQ essay in the fall as a formative assessment. Teachers at each site grade together to norm grading and identify strengths and weaknesses in student results. Then they target skills to work on/ re-teach.</p> <p>Math collaborates to convert summative assessments into formative lessons and then allow students to retake the assessment after review. Partner tests may be used to help students develop assessment strategies by discussion.</p> <p>World Language teachers offer make-ups and retakes in most cases. They adjust their (common) assessments (rigor or frequency or actual questions) when students need adjustments or modifications (period 2 may not be ready, e.g.).</p> <p>Spec. Ed modifies many assessments as necessary depending on student needs and students' IEP-based goals. Collaboration classes/aides support students by adjusting assessments if need be.</p>	<ul style="list-style-type: none"> <li>● Late-start Wednesday schedule, teacher reflections</li> <li>● Rubric for English papers</li> <li>● District DBQ, common rubric, Spring DBQ, document analysis lesson plans</li> <li>● Math: quarter make-up exams</li> <li>● Algebra has multiple test versions, including a retake version</li> <li>● Partner Performance Tasks</li> <li>● Challenge Success survey results, Homework Awareness Week Google survey</li> <li>● Finals Prep tutoring schedule</li> </ul>

<p>Homework Awareness Week evaluated our homework process, particularly analyzing the value and effectiveness of the homework given. Student and teacher reflections were gathered to further inform teachers' decision making of homework planning.</p> <p>SDAIE teachers adjust and differentiate assessments daily.</p> <p>Literacy class addresses why students may struggle in certain assessments in certain classes.</p> <p>Finals prep tutoring nights support kids in preparing for final exams. Teachers from each department attend to help with each subject.</p> <p>Some science teachers allow test make-ups and resubmissions for lab conclusion questions. For both assignments, students must reflect on what mistakes they made as well as provide evidence of their progress toward learning goals.</p>	
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**Student Feedback**

Findings	Supporting Evidence
<p>Informally teachers will use a variety of strategies to inform their teaching practice. One strategy used is the exit ticket. Using this strategy a teacher can check for understanding at the end of a lesson or period and use the data gathered to adjust future lessons thus communicating any gaps in understanding to students. Constant verbal checks for understanding will give teachers feedback on student learning and perspectives. Teachers will also review homework or take-home activities to allow students to self-assess their progress in the curriculum. Classroom discussion and debate mediation is another way in which students informally provide information to teachers and teachers can informally provide feedback.</p> <p>In Fall 2015, the administration set up a fishbowl activity with students on stage to dialogue about their perspective of the school and its expectations. That activity was very helpful to teachers about hearing students expectations. Students described that School Loop was very helpful for keeping track of their progress, especially with assessments.</p> <p>Twice during their high school career Las Lomas students take the California Healthy Kids Survey. This provides a wealth of data on students' connectedness to the school.</p>	<ul style="list-style-type: none"> <li>● Student Survey Data</li> <li>● Fishbowl Activity</li> <li>● California Healthy Kids Survey</li> </ul>

**D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

**Schoolwide Assessment and Monitoring Process**

**Las Lomas High School ACS WASC/CDE Self-Study Report**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The district monitors test scores, grades and provides time for collaboration on common assessments.</p> <p>Students at Las Lomas are regularly assessed via common assessments. These include state, district, and department standardized tests.</p> <p>Same-Course Common Assessments</p> <p>Teacher-authored course evaluations are utilized by some teachers, and district teacher evaluations include a student evaluation component.</p> <p>Student Success Team (SST): Within this process, teachers, counselors, administrators, school nurse, school psychologist, student and parents participate in a round table discussion/problem-solving effort to support student learning. This includes identifying specific areas of weakness, evaluating them, then writing up specific interventions and accommodations to implement in hopes of improving student success. Intervention Plans (RTI) are often put into place. Student progress is subsequently monitored, every 30 days or at grading periods.</p> <p>Student Review Team (SRT) meets weekly to discuss a specific group of pre-identified/referred students to discuss options and additional support available This could include SST meetings, RTI, intervention plans, 504 Eligibility meeting consideration, and at the far end of the spectrum, Special Education assessment. Those present include: administrators, counselors, school psychologist, school nurse and intervention specialists. The SRT is a vetting process designed to support struggling students. (Academics in addition to social/emotional concerns).</p>	<ul style="list-style-type: none"> <li>● SBAC</li> <li>● AP Scores</li> <li>● Districtwide assessments</li> <li>● Departmental assessments</li> <li>● Test scores by teacher</li> <li>● Reviewing tests in class</li> <li>● Student evaluation of course</li> <li>● SST process</li> <li>● SRT process</li> </ul>

**Curriculum-Embedded Assessments**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>In the past few years we have had a deficit of scores as the state is transitioning to Smarter Balance. In lieu of that our site developed a common assessment for Freshmen to evaluate writing skills. These results were then analyzed and the results disseminated to teachers to then change teaching strategies.</p> <p>Although not required by the state, Las Lomas assessed 9th and 10 graders using district developed math and English language exams. Teachers from all disciplines (not just English and Math) used rubrics to assess how our underclassmen were doing. The impact of this data on curriculum and instruction is difficult to determine.</p> <p>Departments receive standardized test scores by teacher. Said results are also broken down by skill. Teachers would benefit from more collaborative time within their "team," e.g. Geometry, to analyze standardized test results.</p>	<ul style="list-style-type: none"> <li>● Common Writing Assessment for Freshmen</li> <li>● Test Score Reports</li> <li>● Collab/co-taught courses</li> <li>● Standardized test scores</li> <li>● Low participation rate in SBAC</li> </ul>

<p>Intervention/Literacy class placement determined by standardized test scores and other performance data (grades, attendance, etc.)</p> <p>Professional development should be more focused on areas where students/teachers need to improve.</p> <p>EL department, Special Ed, and Counseling explore the best placement for EL and Special Ed. populations. ELD and SDAIE continue to try get students to perform at grade level on standardized tests.</p> <p>Introductory World Language courses implement reading comprehension and writing activities in order to improve performance on reading and writing assessments across disciplines.</p> <p>We pay for Method test prep through Naviance in order to prepare students for ACT and SAT.</p> <p>Students are not invested stakeholders in standardized tests. Too many students opt out of the SBAC.</p> <p>Incorporate publisher online tools to provide immediate student feedback with the additional support of video tutorials.</p>	
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**Schoolwide Modifications Based on Assessment Results**

Findings	Supporting Evidence
<p>Professional development is generally not designed around assessment results. This is an area of growth for us.</p> <p>Math has experienced lower results on standardized tests compared to English. This inspired some math instructors to attend professional development geared toward improving standardized test performance.</p> <p>Assessment results have helped us streamline and more effectively serve EL students. Resources (Instructional aides and independent contractors) have been provided to assist in achieving better results. Teachers worked to help EL population succeed on standardized tests (e.g. grammar and writing, academic vocabulary).</p>	<ul style="list-style-type: none"> <li>● EL student standardized test results drive resource allocation</li> </ul>

Findings	Supporting Evidence
<p>Las Lomas teachers served on the graduation requirement committee and worked with the school board to analyze and change the requirements.</p> <p>Inspired by Challenge Success, Las Lomas held a Homework Awareness Week during which teachers and students evaluated our</p>	<ul style="list-style-type: none"> <li>● Graduation Requirements Committee agendas, new graduation requirements</li> <li>● Homework Awareness Week Google survey</li> <li>● Piloting Testing Schedule</li> </ul>



**Las Lomas High School ACS WASC/CDE Self-Study Report**

<p>homework processes and assignments, analyzing in particular the value, effectiveness and time commitments related to the homework given. Teachers discussed and adapted new homework strategies based on feedback and reflection.</p> <p>Las Lomas is piloting a testing schedule wherein teachers will only give tests on certain designated days (to guard against students' having multiple tests on the same day).</p> <p>Counselors have a minimum of two annual appointments with every student to make sure students are meeting graduation requirements. Counselors adjust students' schedules to better enable them to meet graduation requirements, help them to find support as needed.</p> <p>Teachers meet with students receiving Ds and Fs to provide additional support. To identify struggling students, teachers use student tracker feature on School Loop, then meet with struggling students during Wednesday mornings designated for student support.</p> <p>Some students opt to advance to the next level course despite not being ready (open enrollment has benefits yet poses some challenges).</p>	<ul style="list-style-type: none"> <li>● Wednesday morning late start schedule</li> </ul>
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Findings	Supporting Evidence
<p>During AP testing there is strict protocol that cell phones are not allowed. There are rules and regulations as to how the room is set up. There are no cell phones in the exam room and all bags are on the side of the room. On a daily basis, however, the cell phone use in classes has created a large security issue.</p> <p>The Special Education Department maintains test security by proctoring each test; ideally, ensuring that the accommodations and expectations of the general education teacher are adhered to. At times these practices are not strictly adhered to and a more lax transportation of testing documents has happened.</p> <p>Regarding 504 students, teachers are responsible for proctoring 504 students even outside of contract day. This poses challenges for some teachers. The school could come up with a system to address this. Testing outside of the normal school day poses problems for students as well.</p> <p>Using technology to assist with assessment may be able to aid in test security (with the added benefit of immediate feedback in some cases).</p> <p>Teachers have noticed a phenomenon of later periods in the school day earning higher grades on the same assessment than earlier periods (Students sharing info with one another). This clouds the test security question even more.</p>	<ul style="list-style-type: none"> <li>● Testing Coordinator</li> <li>● Special Education test security protocol</li> <li>● Academic Honesty policy</li> </ul>

Las Lomas has an Academic Honesty policy.	
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**ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

**Summary (including comments about the critical learner needs)**

In recent years at Las Lomas, there has been an increased emphasis on consistency and collaboration with respect to assessments. The creation of common assessments, both district-wide and on site, has helped to ensure that students have equitable experiences regardless of teacher. The analysis of the data coming from these assessments still needs to be further implemented and explored. A willingness to take this next step exists on campus; finding the time to dive into the data and use it to inform our future instruction remains a challenge.

**Prioritize the strengths and areas for growth for Category D.**

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Teachers have easy access to student data e.g. Aeries, Illuminate, School Loop.
- We have increased the number of standards-based common assessments to be used locally and district-wide.
- All seniors participate in a senior project which serves as a cumulative assessment.
- Collaboration to develop common assessments is ongoing.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- There are significant opportunities to improve the use of data at Las Lomas. This includes using standardized test results to inform instruction, professional development, tracking of student learning outcomes.
- There needs to be more time allocated to collaboration, specifically with an eye toward the development and analysis of common assessments.
- There needs to be more collaboration dedicated to developing student-centered lesson planning.
- We need to examine test security as it relates to day to day on-site assessments.
- We need more common time for staff to grade assessments using rubrics.

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

#### Regular Parent Involvement

Findings	Supporting Evidence
<p>Las Lomas does a lot to involve parents and community in the learning process. These include Back-School-Night, School Loop and Open House. The administration has open community meetings through monthly “Mornings with Matt” and Book Club. “Mornings with Matt” are monthly informal gatherings where the principal shares updates on a topic of interest to parents, like the California Healthy Kids Survey Data. During the 2015-2016 school year, the principal recommended a book and held a book club for interested parents.</p> <p>Parents of English Learners are invited to attend quarterly English Learner Advisory Committee (ELAC) meetings. As Las Lomas has historically been the only school in the district with a significant English Learner population, district personnel often attend to answer questions parents of English Learners have. We have an EL parent information night at the beginning of the year to inform parents. The superintendent visits to hear comments from EL students. Leadership also coordinates an international week where Las Lomas celebrates diversity.</p> <p>School involvement is also evident with numerous sports teams. We currently have 52 clubs on campus ranging from Spike Ball Club to Diversity Club. Students may start an interest-based club by writing a charter and finding a teacher advisor.</p> <p>Las Lomas benefits from the efforts of many different parent organizations, like Athletic Boosters, the Performing Arts Foundation, PTSA, and WCEF. Parents assist with fundraising and community events such as the Car Show, Rummage Sale, Performing Art Jazz Event, Football Foundation Golf Tournament.</p> <p>As part of the leadership class, each set of class officers has a team of four to seven parent advisors who work with the class to fundraise and organize events, such as Prom, Ball, Homecoming, and class specific fundraisers.</p> <p>Las Lomas also gives back to the community in different ways. The creative writing class links up with Murwood Elementary students to create a children’s book during the year. And various community charity events occur throughout the year such as canned food drives and jacket drives.</p> <p>The counseling office reaches out to the community to host 8th</p>	<ul style="list-style-type: none"> <li>● ELAC meetings</li> <li>● DELAC meetings</li> <li>● Site Council</li> <li>● Mornings with Matt</li> <li>● Book Club with principal</li> <li>● Back to School Night</li> <li>● Open House</li> <li>● 8th Grade Night</li> <li>● Jr./Sr. Night</li> <li>● Parent Advisors</li> <li>● PTSA</li> <li>● Reflections-Student work in Library</li> <li>● Boosters with business</li> <li>● Community events e.g. Rummage Sale, Car Show, Carnival</li> <li>● School Loop</li> <li>● Yearbook</li> <li>● Journalism</li> <li>● Leadership</li> <li>● Sports teams</li> <li>● WCPD</li> <li>● Recycling</li> <li>● Creative Writing with Murwood Elementary</li> <li>● Garden</li> </ul>

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<p>Grade/New Student Night, Junior and Senior Night, and other evenings to provide important information about the high school and the college application process.</p> <p>Several teachers from different departments worked with Global Student Embassy to build a thriving garden on campus. Unfortunately, when the district installed solar panels over the parking lot during the summer of 2016, the garden had to be torn up to allow for the battery storage for the power generated by the panels. Plans are already underway to reconstruct the garden.</p>	
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### Use of Community Resources

Findings	Supporting Evidence
<p>Several classes involve guest speakers to apply their knowledge to the class material. For example, Rotary Club members come in to talk to the Economics classes. For Digital Design, a graphic designer came in to help with the coupons that the class was making. Art students, work experience classes, and English 2 classes do a career project in which they often interview or shadow professionals from the community. The U.S. History classes invite WWII and Vietnam veterans to share their experience. The Senior Project includes mentors from various industries for each individual student. Our College and Career Center connects students with job and volunteer opportunities. Students volunteer with community service such as the “Clean the Creek” event and Creek Kids Care club. In addition, a club on campus, Communiteens, works with Students in Action to collect food and coats during the winter.</p> <p>We have PTSA, Athletic Boosters and WCEF, who are constantly working with local businesses.</p> <p>The Leadership class has partnered up with 64 independent Walnut Creek businesses which donate to Las Lomas. In addition, the school newspaper and yearbook receive donations from businesses to help with costs and class activities.</p> <p>While Las Lomas has a strong relationship with the community, there are always ways to strengthen and build partnerships.</p>	<ul style="list-style-type: none"> <li>● Volunteer Fair</li> <li>● Bedford Gallery</li> <li>● Guest Speakers</li> <li>● School Resource Officer</li> <li>● Business Partnerships</li> <li>● WCEF</li> <li>● Clubs</li> <li>● Wellness Fair</li> <li>● Work Experience class</li> <li>● College and Career Center events</li> <li>● DVC partnerships with Digital Design and Foods</li> <li>● ROP classes</li> <li>● Creative Writing class working with elementary schools</li> <li>● Transition Specialists</li> </ul>

## E2. School Environment Criterion

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

Findings	Supporting Evidence
<p>Each year, the administration puts together a student handbook for students that outlines school rules, policies, and procedures. Every student receives a copy of the handbook at the beginning of school free of charge along with a planner they can use to help organize their assignments. During the first two weeks of school, an administrator visits each English class to review the handbook with students, review important policies and answer any questions students might have.</p> <p>Programs such as Safe School Ambassadors provide education and awareness that creates a culture of good decision making and inclusion.</p> <p>The librarian conducts a Digital Citizenship lesson with all freshmen to promote internet safety.</p> <p>The City of Walnut Creek provides a School Resource Officer on campus four days a week. There are disaster procedures and emergency plans in place and regularly scheduled drills including the Great American Shake-Out. The district has a Diversity Committee that meets monthly to communicate about the various diversity awareness activities on each campus. Once a week, the Leadership class provides a campus-wide recycling program for trash and compost.</p> <p>There is a school nurse on campus five days a week who also teaches a Medical Technologies course to interested students.</p> <p>The school has established a gender-neutral bathroom on campus.</p>	<ul style="list-style-type: none"> <li>● SSA</li> <li>● Digital Citizenship</li> <li>● Wellness Fair</li> <li>● Drug and Alcohol unit in PE/Health classes</li> <li>● SRO</li> <li>● Disaster Drills and Emergency Plan</li> <li>● Diversity Committee and International Week</li> <li>● Guest Speakers</li> <li>● Recycling</li> <li>● Nurse</li> <li>● Student Planner</li> <li>● Student Handbook</li> </ul>

#### High Expectations/Concern for Students

Findings	Supporting Evidence
<p>The principal has implemented a character recognition program to celebrate and reinforce positive behavior on campus by using the 3 Rules of Being Knight: treat others the way you want to be Treated, do the Knight thing and help make Las Lomas a better place. Teachers nominate students for this monthly recognition.</p> <p>There are approximately fifty clubs on campus for students to connect to affinity groups. There is a Student Activities Leadership class on campus in charge of uniting the school with various awareness and spirit activities.</p>	<ul style="list-style-type: none"> <li>● Character Recognition</li> <li>● Clubs</li> <li>● Leadership</li> <li>● Safe School Ambassadors</li> <li>● Diversity Day</li> <li>● Diversity Week</li> <li>● Care Week</li> <li>● International Week</li> </ul>

We are proud of a very vibrant and involved Student Diversity Council and district Diversity Committee.	
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**Atmosphere of Trust, Respect, and Professionalism**

Findings	Supporting Evidence
<p>There has been a new administration team every year for the last 20 years. This makes it challenging to create an atmosphere of trust, respect and professionalism. There is sometimes a lack of trust, communication and professionalism between teachers and administration.</p> <p>There are various platforms to communicate with parents and other stakeholders, such as School Loop, Back to School Night and Open House. In addition on a weekly basis we have EBoletin, Knightly News and various social media platforms.</p> <p>The Superintendent conducts lunchtime meetings to acquire feedback from students, parents and other stakeholders. In addition, the principal has adopted, via a monthly open brown bag lunch, the superintendent's program to help with communication and to get a general feel for the atmosphere on campus.</p>	<ul style="list-style-type: none"> <li>● Teachers invite other teachers into classrooms</li> <li>● Lack of support of new teachers</li> <li>● School Loop</li> <li>● Open House</li> <li>● Back to School Night</li> <li>● 8th Grade meetings</li> <li>● LCAP meetings with Superintendent</li> <li>● Collaboration Classes with SPED</li> <li>● E-news</li> <li>● Eboletin</li> <li>● ASB Instagram, Twitter, Facebook, and Snapchat</li> <li>● Student Senate</li> </ul>

### E3. Personal and Academic Support Criterion

#### Adequate Personalized Support

Findings	Supporting Evidence
<p>Students have access to several services and providers at Las Lomas. The providers include counselors, College and Career Center administrator, school nurse, school psychologist, mental health interventions specialists (MHIS), and SRO. Services include Naviance, peer tutors, the Wellness Fair, athletic training, and Special Education services. Academic support includes lunchtime tutoring, ROP classes, Work Experience, and Cyber High.</p> <p>A Wellness Fair is held once a year. This is overseen by HOSA. They invite people and companies from several health related fields to educate the students on a variety of topics like eating well and exercising.</p> <p>The teachers provide lunchtime tutoring, after-school tutoring, a social savviness group, Wednesday Late Start make-up testing, peer tutoring, literacy classes, finals week study sessions.</p> <p>There is also student support from SRT, and the counseling office.</p> <p>We have an athletic trainer on campus to assist students as needed.</p>	<ul style="list-style-type: none"> <li>● MHIS</li> <li>● Academic Counselors</li> <li>● College and Career Center</li> <li>● Naviance</li> <li>● Nurse</li> <li>● SRO</li> <li>● School Psychologist</li> <li>● Peer Tutors</li> <li>● ROP Classes</li> <li>● Work Experience</li> <li>● Wellness Fair</li> <li>● Athletic Trainer</li> <li>● Lunchtime tutoring</li> <li>● HOSA</li> </ul>

#### Support and Intervention Strategies Used for Student Growth/Development

Findings	Supporting Evidence
<p>The Las Lomas Counseling Office, in conjunction with the College and Career Center, has a four-year counseling plan to guide students through high school and the transition to college and careers. During the enrollment appointment (during 8th grade for most students), counselors work with the student and their parent/guardian to develop an individualized four-year plan to ensure that the student is meeting graduation and college entrance requirements.</p> <p>Throughout the year, counselors check in with students who are struggling, either through teacher referral or low grades at each grading period. Students may request an appointment with their counselor at any time. In March, counselors meet individually with each junior to discuss post-graduation plans. In the fall, counselors meet individually with each senior to further discuss post-graduation plans and ensure that each student is on the right track to meet their goals.</p> <p>Students who are not on track for graduation have the option of pursuing credit recovery through Cyber High, an online program through Roosevelt High School in Fresno. Students who must be absent from school for three weeks or more due to a medical condition have the option of home instructional support through the</p>	<ul style="list-style-type: none"> <li>● 8th grade appointment with counselor</li> <li>● Accessible counselors</li> <li>● Counselors check in with struggling students</li> <li>● Formalized appointment with counselor for all juniors and seniors</li> <li>● Home Hospital</li> <li>● Independent study</li> <li>● Cyber High</li> </ul>

<p>district's Home Hospital Program. For students who want or need an alternative to the 4-year comprehensive high school, the district offers Independent Study.</p>	
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**Support Services and Learning – Interventions and Student Learning**

Findings	Supporting Evidence
<p>Teachers and counselors work together to help struggling students. Las Lomas has a formalized process for identifying and supporting struggling students. Anyone who recognizes a student is struggling, including the student, the parent, the teacher, and/or counselor, may refer the student to the Student Review Team (SRT). The SRT, which meets weekly, is comprised of administrators, counselors, the school psychologist, and the Special Education Department Chair. The SRT reviews pertinent student data to discuss appropriate supports for each student.</p> <p>Classroom teachers and special education teachers stay in close contact about student needs. There are multiple collaboration classes which have general education and special education teachers in the same class to benefit all students. School Loop is used as a communication tool between teachers, counselors, students, and parents. Tutoring services are available during as well as outside of regular school hours.</p> <p>Teachers, counselors, and administrators participate in annual IEP meetings where student progress is discussed and goals are established.</p>	<ul style="list-style-type: none"> <li>● Algebra Wednesday morning intervention</li> <li>● School Loop Priority</li> <li>● Tutoring during the week for students</li> <li>● Tutoring at night during finals</li> <li>● Peer Tutoring</li> <li>● MHIS</li> <li>● AGATE</li> <li>● IEP meetings</li> <li>● SRT</li> <li>● SST</li> <li>● Literacy class</li> </ul>

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

Findings	Supporting Evidence
<p>Collaboration with Special Education Department. Collaboration classes in Social Studies, Science, English and Math.</p> <p>All classes have no prerequisites and have open enrollment.</p> <p>Many teachers offer before, at lunch and after school tutoring.</p> <p>Study Hall is offered five periods a day and is open to all students.</p> <p>Two semesters of summer school are available to students who have a D or F in a class, but not in all subject areas.</p> <p>During finals week, there are study sessions hosted in the library with teachers from English, Math, Science, Social Studies, World Language, and VPA.</p> <p>Cyber High supports students with different learning styles to obtain</p>	<ul style="list-style-type: none"> <li>● After school and lunch time tutoring center.</li> <li>● Math, science, world language, social studies departments offer tutoring at lunch and after school every week.</li> <li>● District offers Cyber High to students needing credits to graduate.</li> <li>● Study hall and test make-up sessions</li> <li>● Nightly study sessions before finals</li> <li>● Literacy class to support struggling students</li> <li>● Summer school</li> </ul>



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<p>credit recovery to stay on track for graduation.</p> <p>Every Wednesday Late Start there is a campus-wide test makeup program period where students can makeup a test due to absence or athletics.</p> <p>We offer a Literacy class for students to work on study skills, organizational skills, and other directed academic skills for struggling students who are not receiving support from Special Ed or 504 programs. Class size is kept to a maximum of 17 students.</p>	
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**Co-Curricular Activities**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Leadership allows for all students to create and sign up for clubs that support them in their academic interests and success. Signups are twice a year at club rush. All clubs are open to any student wishing to participate and anyone can start a club if they write a club charter and get a faculty sponsor.</p> <p>Speech and Debate club supports the Public Speaking program and all classes that require oral presentations. In addition we have Poetry Slams and Public Speaking showcases to promote speaking in public.</p> <p>World Language clubs supports language development and enrichment of cultural experiences.</p> <p>Global Student Embassy supports the culinary arts and science through gardening and travel.</p>	<ul style="list-style-type: none"> <li>● Club Rush</li> <li>● Aca Deca</li> <li>● Robotics</li> <li>● Environmental Club</li> <li>● Model UN</li> <li>● Mock Trial</li> <li>● Philosophy Club</li> <li>● Speech and Debate</li> <li>● Political Science Club</li> <li>● PTSA</li> <li>● Global Student Embassy</li> <li>● Pep Band</li> <li>● Art Club</li> <li>● Auto Shop Club</li> <li>● Improv Club</li> <li>● Science Olympiad</li> <li>● Spanish</li> <li>● Chess club</li> <li>● Student Diversity Council</li> <li>● French Club</li> <li>● Anime Club</li> <li>● Mindfulness Club</li> </ul>

## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

### Summary (including comments about the critical learner needs)

In maintaining a positive school culture, Las Lomas staff does a great job of informing and involving the community in many aspects of our educational mission. There are a large number and wide variety of school and community programs that are in place to support students and to create a climate of care and inclusion. Personal and academic growth as well as creativity are emphasized.

### Prioritize the strengths and areas for growth for Category E.

#### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- LLHS provides a wide variety of resources (eg. nurse, counselors, career center, tutoring, support classes, ELD program, SDAIE classes, clubs, club rush, themed weeks, leadership, work experience program for seniors) all of which contribute to student personal and academic growth.
- Teachers make themselves accessible to students and there is a wide variety of opportunities to collaborate with the community across grade levels and subject areas.
- There are many opportunities for parents to get involved with the school.
- We have a wide variety of elective classes including ROP courses. Cyber High supports students with different learning styles to obtain credit recovery to stay on track for graduation.
- Las Lomas is participating in the Stanford Challenge Success program, to address student stress. This has resulted in a move towards a block schedule and adding an intervention period.

#### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- LLHS needs to clearly define appropriate behavior and consistently enforce consequences when behavior is inappropriate. Personal responsibility and accountability are a crucial part of being a productive individual.
- Our connection to the community could be even stronger (e.g. reinstatement of Career Day).
- Some parents would appreciate more opportunities to get involved.
- We need a more structured intervention time to assist struggling students.
- An effort to develop better transparency and communication between staff and administration would be welcomed.

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- We need additional collaboration time to support struggling students.
- There are significant opportunities to improve the use of data at Las Lomas. This includes using standardized test results to inform instruction, professional development, and tracking of student learning outcomes.
- There is an opportunity of greater communication and transparency in matters of of master schedule, funding, conference attendance, etc.
- We need to successfully transition to block schedule, including embedded RTI.
- There needs to be more collaboration dedicated to developing student-centered lesson planning.
- We need more common time for staff to grade assessments using rubrics.
- Teachers should strive to make homework more meaningful to students.

## Chapter V: Schoolwide Action Plan

The Action Plan was developed in landscape orientation. GoogleDocs does not support mixed orientation. The Action Plan is available [here](#).

## Appendices:

- A. [Timeline of self-study process](#)
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. [Master schedule](#)
- E. [Approved AP course list](#)
- F. [UC a–g approved course list](#)
- G. Additional details of school programs, e.g., online instruction, college and career, academies, IB, AVID (Not applicable to Las Lomas)
- H. [School Quality Snapshot \(see \[cde.ca.gov\]\(http://cde.ca.gov\)\)](#)
- I. [School accountability report card \(SARC\)](#)
- J. [CBEDS school information form](#)
- K. [Graduation requirements](#)
- L. Any pertinent additional data (or have it on exhibit during the visit) (Not applicable to Las Lomas)
- M. [Budgetary information, including budget pages from the school's action plan, i.e., the Single Plan for Student Achievement](#)
- N. Glossary of terms unique to the school. (Not applicable to Las Lomas)

Action Item #1: **Establish campus wide systems that provide ongoing collaboration and facilitate intervention for struggling students.**

Specific Tasks/ Actions	Who is Responsible/ Involved	Timeline	Means to Assess and Monitor Improvement	Professional Development and Resources	Methods to Report Progress
Implement a system where regular intervention time occurs within the school day	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of block schedule planned for Fall 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff and admin</li> <li>• Student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development time</li> <li>• Professional collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Monthly meetings with community (Mornings with Matt)</li> <li>• School Loop</li> </ul>
Implement a system where regular staff collaboration time is built into the school day	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of block schedule planned for Fall 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff and admin</li> <li>• Student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• Site collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Monthly meetings with community (Mornings with Matt)</li> <li>• School Loop</li> </ul>
Expand articulation with partner middle school	<ul style="list-style-type: none"> <li>• Department chairs</li> <li>• Counseling staff</li> <li>• Site administration</li> </ul>	<ul style="list-style-type: none"> <li>• Annual meetings between relevant departments</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Feedback from staff</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time with WCI</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• IC meetings</li> <li>• School Loop</li> </ul>
Strengthen monitoring of EL and RFEP students <ul style="list-style-type: none"> <li>• Implement Ellevation software to track EL students</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Teaching staff</li> <li>• Counseling staff</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2017 for Ellevation</li> <li>• Quarterly grading period</li> </ul>	<ul style="list-style-type: none"> <li>• Performance on CELDT</li> <li>• Student achievement data (grades, district-wide assessments, state testing data)</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Annual at Instructional Council</li> <li>• School Loop</li> </ul>

Continue to monitor D and F students and employ appropriate interventions	<ul style="list-style-type: none"><li>• Site administration</li><li>• Teaching staff</li><li>• Counseling staff</li></ul>	<ul style="list-style-type: none"><li>• Every grading period</li></ul>	<ul style="list-style-type: none"><li>• Student grades</li></ul>	<ul style="list-style-type: none"><li>• Collaboration time</li></ul>	<ul style="list-style-type: none"><li>• Bi-annually at Instructional Council</li></ul>
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Action Item #2: **More effectively use data to monitor and assess student achievement and to inform professional development.**

Specific Tasks/ Actions	Who is Responsible/ Involved	Timeline	Means to Assess and Monitor Improvement	Professional Development and Resources	Methods to Report Progress
Use data (disaggregated by sub-group) from a variety of sources (grades, state standardized tests, district benchmark) to more effectively identify students in need of intervention	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Counseling</li> <li>• Teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Fall for state testing data</li> <li>• End of semester for grades</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance data (grades, district-wide assessments, state testing data)</li> <li>• Feedback from weekly Academy sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• School Loop</li> <li>• Aeries</li> <li>• Smarter Balanced data</li> </ul>	<ul style="list-style-type: none"> <li>• State data will be presented annually at Fall staff meeting</li> <li>• Instructional Council</li> <li>• Department meetings</li> <li>• School Loop</li> </ul>
Pursue relevant and appropriate professional development based on student performance data	<ul style="list-style-type: none"> <li>• School Site Council</li> <li>• Instructional Council</li> <li>• Teaching Staff</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance data (grades, district-wide assessments, state testing data)</li> <li>• Feedback from staff/admin</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for professional development</li> <li>• Collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>• Attendees report out at staff meeting</li> <li>• Department meetings</li> </ul>
Analyze data from classroom and standardized assessments to enhance instruction and student learning	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Teaching staff by subject/department</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff/admin regarding response to data- how have teaching practices evolved as a result of the data analysis process?</li> <li>• Performance on</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Grades, district-wide assessments, state testing data</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• Collaborative team meetings</li> </ul>



			<p>standardized tests</p> <ul style="list-style-type: none"><li>• Department and/or classroom specific formative and summative assessment data</li></ul>		
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Action Item #3: Foster a culture of communication between administration and staff by promoting transparency and inclusion.

Specific Tasks/ Actions	Who is Responsible/ Involved	Timeline	Means to Assess and Monitor Improvement	Professional Development and Resources	Methods to Report Progress
<p>Clearly define task force/committee member responsibilities</p> <ul style="list-style-type: none"> <li>• Input gathering</li> <li>• Communication of task force/committee status</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Teaching staff</li> <li>• Classified staff</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Teacher survey</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development and collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>• Communication to staff when introducing new task force</li> <li>• Regular staff meeting updates as appropriate, including updates from committee reps</li> </ul>
<p>Clearly communicate the level of inclusion for various decisions. When staff input is solicited, communicate how and to what extent it will be utilized</p>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Counseling</li> <li>• Teaching staff</li> <li>• Classified staff</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Teacher survey</li> </ul>		<ul style="list-style-type: none"> <li>• Communication to staff as appropriate</li> </ul>
<p>Develop a system to track Master schedule requests v. outcome year to year</p>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Counseling</li> <li>• Teaching staff</li> <li>• AEA rep</li> <li>• Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• May 2017 with annual revisits</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Frequent Updates during master schedule process</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• Admin will provide yearly explanation of process for master scheduling to Instructional Council</li> </ul>	<ul style="list-style-type: none"> <li>• Communication to staff</li> <li>• AEA rep develop report to share with staff</li> <li>• Dept. chairs collaborate with Admin</li> </ul>

<p>Regular updates on major decisions</p> <ul style="list-style-type: none"> <li>• District wide decisions</li> <li>• Admin council</li> <li>• Instructional council</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Teacher survey</li> </ul>		<ul style="list-style-type: none"> <li>• Communication to staff as appropriate</li> </ul>
<p>Improve transmission of information from IC to staff.</p> <ul style="list-style-type: none"> <li>• Email meeting minutes</li> <li>• Utilizing IC more on decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Site administration</li> <li>• Department chairs</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Teacher survey</li> </ul>		