

# The Single Plan for Student Achievement Las Lomas High School 2021-2024

District: Acalanes Union High School District  
County-District School (CDS) Code: 07-61630-0733725  
Principal: Sara Harris  
Date of this revision: March 28, 2022

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## 2021-2024 Goals

[Goal #1](#) Las Lomas High School will implement curricular, instructional, and support strategies to ensure high-level English language arts performance and college and career readiness for all students.

- Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 5 percentage points from 2021-2024.
- Las Lomas High School will reduce the percentage of English Learner students earning one or more D or F semester grades in English, Social Studies, and Science by 5 percentage points from 2021-2024.
- Las Lomas High School will increase the number of English Learners and Special Education students attaining that achievement levels of “Standard Met” or “Standard Exceeded” by 3 percentage points from 2021-2024.

[Goal #2](#) Las Lomas High School will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students.

- Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2017 to 2020. Following the COVID-19 pandemic, Las Lomas High School will continue to work towards increasing the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smart Balanced Assessment by 10 percentage points from 2021-2024.
- Las Lomas High School will decrease the number of Ds and Fs in Algebra 2 advanced and Algebra 2 PreCalc/Honors by 8 percent in order to increase the A-G requirement completion rate
- Las Lomas High School will increase the overall tagging of students for Academy by 10 percentage points in order to target and effectively intervene during the pandemic from 2021-2024

[Goal #3](#) Las Lomas High School will increase student connectedness, ensure belonging, foster positive academic engagement in an equitable and inclusive environment.

- Las Lomas High School will work with our English Learner population in order to decrease the number of D and F grades by 3 percentage points from 2021-2024.
- Las Lomas High School will increase student connectedness by 10% as measured by the Stanford Survey of Adolescent School Experience and the CA Healthy Kids Survey.
- Increase the percentage of students reporting that they are “Purposefully Engaged” or “Fully Engaged” with school by 10 percentage points from 2021 to 2024 as measured by the Stanford Survey of Adolescent School Experiences.

The District Governing Board approved the 2021-2024 SPSA on May 4, 2022.

**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL:**  
 AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High Quality Programs**)  
 AUHSD LCAP Goal Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

**SCHOOL GOAL #1:** Las Lomas High School will implement curricular, instructional, and support strategies to ensure high-level English language arts performance and college and career readiness for all students.

- Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 5 percentage points from 2022-2024.
- Las Lomas High School will reduce the percentage of English Learner students earning one or more D or F semester grades in English, Social Studies, and Science by 5 percentage points from 2021-2024.
- Las Lomas High School will increase the number of English Learners and Special students attaining that achievement levels of “Standard Met” or “Standard Exceeded” by 3 percentage points from 2022-2024.

<p><b>What data did you use to form this goal?</b></p> <p>We will use data reports from the California Assessment of Student Performance and Progress (CAASPP) Program.</p> <p>LLHS will implement a site based “Writing for</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Las Lomas students overall scored well on the 2016 Smarter Balanced Assessment, with 71% achieving the Standards Met or Standards Exceeded levels.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Analysis of ELA scores from Smarter Balanced Assessments.</p> <p>Students are expected to improve annually, with a cumulative score of 76% on the ELA</p>
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<p>Mastery” rubric to support student writing in all ELA subjects. Continue to revise and update approved texts.</p> <p>LLHS will utilize the CAASPP Interim assessments in ELA courses to identify areas of focus.</p>	<p>An average of 14.7% Las Lomas English Learners earned at least one semester grade of D or F in English, Social Studies, and Science during the 2020-2021 school year.</p>	<p>SBA by 2022.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b> Budget information can be found in the AUHSD LCAP, Las Lomas Parents Club Budget, and Walnut Creek Education Foundation.</p> <p>District funding alone will be used to support teacher professional development, teacher collaboration, release time, instructional materials, and technology used in the implementation of California State Standards.</p>
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**STRATEGY**  
**Curriculum and Instruction:** LLHS faculty will continue to implement CCSS and utilize professional development opportunities and collaboration to further analyze data, support student learning, and improve curriculum development and instruction within our Course Alike Leadership teams. LLHS will utilize the student school day schedule with embedded time for intervention to target students not meeting standards and enhance opportunities for learning.

Interventions: RTI (Response to Intervention)- Tier 1- meetings focused on classroom instruction, Tier 2- Academy Intervention and Planning, Tier 3- SRT (Student Review Team. Student Support Team, 504 and IEP Comprehensive Training)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>New course electives at the Grade 12 level</p> <p>Continue to revise reading lists for English 1-4 to ensure rigorous, high-engagement curriculum that adheres to English 1-4 courses of study, 2022-2024</p>	<p>Department Chair -- English/ELD</p> <p>TOSA– Teacher on Special Assignment</p> <p>Associate Principal</p>	<p>During Friday collaboration mornings, the departments and course-alike teams will work on common assessments to help identify students for intervention and best instructional strategies. (Ongoing)</p> <p>Department Chairs will use collaboration time to ensure an understanding of ELA/Literacy standards, vertical alignment of curriculum, and equity of access and experience in each grade level to support student learning. (Ongoing)</p>	<p>Assumption of Funds:</p> <p>Professional Development Funds</p> <ul style="list-style-type: none"> <li>• \$5,000 for professional development</li> <li>• \$25,000 – One-time discretionary, AUHSD</li> </ul> <p>Intervention TOSA Release Periods</p>

<p>Utilize the Co-Teaching model to strengthen instruction in English classes, 2022-2024</p> <p>Expand and strengthen the Fusion Reading program to build ELA/Literacy skills for Special Education students working below grade level, 2022-2024</p> <p>Grading for Equity -- foster mastery</p> <p>Refine use of Canvas to ensure students have access to essential course information, resources, and clear updates on progress.</p> <p>Expand use of Canvas to incorporate online assessment tools for formative assessment.</p> <p>LLHS will implement effective “Academy” periods for intervention having identified students not meeting standards.</p> <p>LLHS will implement a site based “<b>Writing for</b></p>		<p>Expanded the number of devices on campus to give teachers more access to integrating technology into their curriculum</p> <p>Special and general education collaboration to assist students in special education in core academic learning. (Ongoing)</p> <p>Annual vertical articulation meetings with partner middle school ELA instructors. (Ongoing)</p> <p>Utilize Canvas- Role of observers. Constant Contact for updated communication of changes happening on campus. (Ongoing)</p> <p>Parent Education Event- Las Lomas Link Series that highlights strategies to support at home. (Ongoing)</p> <p>Develop District-wide common formative assessments for English 1, World History, Algebra I, Geometry , and Living Earth, Spring 2022. (Ongoing)</p> <p>Implement common formative assessments and analyze student performance data for Grade 9 core courses, 2022-2024. (Ongoing)</p> <p>Develop and implement District-wide common formative assessments for Grade 10-12 core courses (English 2-4, Geometry, Algebra II, Algebra II, Chemistry, Physics, U.S. History, Government, and Economics), Fall 2022 - Spring 2024. (Ongoing)</p>	<ul style="list-style-type: none"> <li>● \$25,000 – LCFF Supplemental</li> </ul>
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<p><b>Mastery” rubric</b> to support student writing in all ELA subjects. Continue to revise and update approved texts.</p> <p>Build and implement common formative assessments for all grade levels in English, Social Science and Science courses Utilize data from common formative assessments to refine curriculum and instruction (2022-2023 school year).</p> <p>AUHSD will implement a <b>districtwide common assessment</b> that will be administered to students in the Fall and Spring of the 2022-2023 school year</p>			
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**STRATEGY**

**Professional Development and Collaboration:** Implement professional development and collaboration opportunities to strengthen the staff’s ability to effectively present lessons and utilize instructional strategies aligned with the new California English Language Arts / Literacy Standards.

The goal is practical mastery of basic knowledge and skills or competencies needed in the classroom. Teacher training follows a top-down, expert-driven process where an outsider delivers the training and models the teaching. Training-oriented courses are appropriate for beginning teachers where they learn how to translate knowledge into practice and how to teach discrete skills and subskills of the language (such as how to plan a lesson or how to teach a dialogue) with an emphasis on procedures, techniques and strategies required to deliver an English lesson

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Professional development for staff on new California State Standards for ELA/Literacy and the new Courses of Study for English 1, 2, 3 &amp; 4</p> <p>LLHS will continue <b>collaborative work</b> to revise all English courses to align with the California State Standards, including vertical and horizontal alignment between all levels of English curriculum.</p> <p><b>Leadership Team Coaches</b> will continue to work and support the implementation of the California State Standards and help them implement best teaching practices and to understand the "shifts" in standards and expectations.</p> <p>LLHS will work within the <b>Instructional Council</b> to identify areas of need and develop a plan for professional development.</p> <p>Develop and implement a four-year media literacy curriculum to be</p>	<p>Teacher on Special Assignment (TOSA)</p> <p>Department Chairs</p> <p>Administration</p> <p>Site and District Professional Development Committees</p> <p>Instructional Coaches, Department Chairs, District Administration</p>	<p>Summer Institute Professional Development for teachers. (Ongoing)</p> <p>AUHSD Staff Development Days: 3 days per academic year, 2022-2024. (Ongoing)</p> <p>Department Release Day: 1 per year, 2022-2024. (Ongoing)</p> <p>Utilize AUHSD approved texts: <a href="#">AUHSD Grade Level Reading Lists</a></p> <p>AUHSD Release Days: Choose and adopt new core literature that reflects diverse voices. (Ongoing)</p> <p>Conferences and workshops, 2022-2024. (Ongoing)</p> <p>Professional development to include best practices for analyzing data, including scores for incoming 9<sup>th</sup> graders, Fall 2022-2024. (Ongoing)</p> <p>District and site professional development days will have a focus on targeted intervention for students not meeting standards. (Ongoing)</p> <p>LLHS will facilitate work with teachers to plan, develop, and implement effective intervention opportunities for students during Academy periods. (Ongoing)</p> <p>Site will utilize teachers with release periods to work on writing with students throughout the courses offered at LLHS.(Ongoing)</p> <p>Site will hold a weekly SRT meeting to discuss students that are struggling academically, emotionally, socially. (Weekly)</p>	<p>Assumption of Funds:</p> <p>Professional Development Funds</p> <ul style="list-style-type: none"> <li>\$5,000 for professional development</li> <li>\$25,000 – One-time discretionary, AUHSD</li> </ul> <p>Intervention TOSA Release Periods</p> <ul style="list-style-type: none"> <li>\$25,000 – LCFF Supplemental</li> </ul> <p>Cost of Coach</p> <p>\$25,000 – LCFF Supplemental</p> <p>\$25,000 Title I (EL)</p> <p>\$50,000 – LCFF Base</p> <p>\$25,000 – One time Discretionary</p>

<p>implemented in English, Health, and Social Studies curriculum, 2022-2024</p> <p><b>LLHS will establish Collaborative Teams in Eng 9/10 and Eng 11/12</b> and work to build a common assessment at each grade level. Continue to work on effective Grading for Equity- foster mastery</p> <p><b>Friday Collaboration --</b> Friday Professional Learning Community (PLC) collaboration to design curriculum, instructional strategies, and assessments to support ELA/Literacy achievement, 2022-2024</p> <p><b>Grading for Equity</b></p> <p><b>DEI Workshops- All Staff</b></p> <p>Implement peer-to-peer class observation program to foster collegial support and best practices.</p> <p>Analyze disaggregated <b>Smarter Balanced Assessment</b> data to identify areas of growth within the ELA curriculum</p>		<p>Site will continue to improve the Peer Tutor Program within the new school day schedule as additional support for students. (Establish system early fall and run for the full year). (Ongoing)</p> <p>LLHS Academic Counselors will work with teachers to identify students that need additional ELA/Literacy support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systematic review with the Associate Principals of the D &amp; F lists generated at each grading period. In addition, the team can determine if the students need EL or Literacy support. (Ongoing &amp; Quarterly)</p> <p>There will be opportunities during Academy periods for students to meet with teachers. (Ongoing)</p> <p>Subject-Level Team PLC Model Collaboration SpEd in w/ Gen Ed teams Curriculum Common assessments CAASPP Interims. (Ongoing)</p> <p>Counselors and Associate Principals will establish weekly meetings with shared teams to review students on D&amp;F lists and create plans for academic support. (Ongoing)</p> <p>Climate and Culture, and Intervention TOSAs will provide facilitated collaboration monthly to address ELA support for students with disabilities, hispanic and latino students, and other student groups. (Monthly, 2022-2024)</p> <p>AUHSD Staff Development Days provided three days per academic year. (2021-2024)</p> <p>Provide a Department Release Day once per year. (2022-2024)</p>	
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		<p>Support staff who want to attend conferences and workshops. (2022-2024)</p> <p>Ensure all teachers have access and attend Grading for Equity trainings. (2022-2024)</p> <p>Ensure all teachers and staff have access and attend district wide Diversity, Equity and Inclusion professional development. (2022-2024)</p>	
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**STRATEGY**

**Student Support:** Provide student support services to assist students struggling to attain mastery of the new California ELA/Literacy standards.

The more opportunities that students have to speak, read, listen, and write in English, without the fear of penalty for doing/saying something wrong, the quicker that they will acquire the English language.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Academy</p> <p><b>Utilize Intervention Planning Meetings</b> -- once a month</p> <p>Analyze Academy data to determine where students are going for Academy, but also recognizing the types of offerings being provided</p> <p><b>Expand Peer Tutoring Program</b></p> <p>Student Resource Team (SRT) to identify and design support for students struggling with ELA/Literacy standards,</p>	<p>Equity and Inclusion TOSA</p> <p>Intervention TOSA</p> <p>Administration and Counseling</p>	<p>Meet weekly with the leadership teams (Administration and Leadership Team Coaches) to plan and implement professional development days and monthly professional development opportunities. This will include collaboration around ELA/Literacy support. Sync team will gather input after each PD day. (Ongoing)</p> <p>Utilize Department Chairs as department leaders to work within departments on strategies for ELA/Literacy support. WASC Action Planning. (Ongoing)</p> <p>Site and District-wide PD days will feature opportunities for training on ELA standards and instructional practices. (beginning Fall 2022)</p> <p>Monthly staff meetings will provide teachers with opportunities for PD on most recent Social-Emotional Learning and reviving our students after COVID. (Ongoing)</p>	<p>LCFF- Intervention TOSA for Peer Tutoring Program: \$10,000</p> <p>Revolving support from school site and SSC to support interventions for Peer Tutoring</p>

<p>2022-2024</p> <p><b>Intervention Teacher on Special Assignment</b> (TOSA) to collaborate with colleagues and provide professional development related to fostering ELA/Literacy achievement, 2022-2024</p> <p><b>Equity and Inclusion Teacher on Special Assignment</b> (TOSA) to collaborate with colleagues and provide professional development related to fostering ELA/Literacy achievement, 2022-2024</p> <p><b>Frosh Advisory</b> (5 sessions) to provide academic tools for high school success, 2022-2024</p> <p>Implement Targeted <b>Intervention Case Management</b> for Students with D/F grades in English, Social Science and Science Classes (2023-2025)</p>		<p>Administration and Leadership Team Coaches will work with the Instructional Council to identify needs and develop a plan for professional development. (Spring 2022) This will be given to the Professional Development committee to plan PD days. (Ongoing)</p> <p>Associate Principal, Intervention TOSA, and Counselors will develop and implement a quarterly program targeting students with D/Fs grades in English, Social Science and Science classes. Acalanes Resource Center (ARC) Team will develop case management protocols to support students in executive function, organization and targeted intervention in writing, reading and communication. (Fall 2023 and Ongoing)</p> <p>Committees will be created to provide 9th graders with the core basics of being a student at LLHS: Canvas, Academy, navigating campus, bell schedules. (Ongoing)</p> <p>Quarterly and Semester grade reports- disaggregated by specific student groups that include race, gender, ethnicity, language fluency, department, teacher</p>	
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**STRATEGY:**

**Communication and Articulation:** Partner with stakeholders on implementing the new California ELA/Literacy standards and the new Courses of Study for English 1-4. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Annual vertical articulation meetings with partner middle school ELA instructors  <b>Utilize Canvas</b> -- Role of Observers  Parent Education events to highlight strategies to support students at home	Principal / Associate Principals  English, Social Science and Science Departments  College and Career Counselor  School Counselors  English, Social Science and Science Teachers  District Technology Support	Departments develop a weekly schedule of Academy period options.(Ongoing)  Teachers “tag” struggling students to attend Academy periods for small group/individual support. (Ongoing)  Teachers provide support to all students during Academy period. (Ongoing)  The Administration communicates Academy behavior expectations to all students. Students are expected to tag in order to attend Academy sessions.(Ongoing)  Admin support the departments in development of weekly Academy sessions. (Ongoing)	Canvas subscription funded by AUHSD for all five school site- 4 comprehensive high schools and Acalanes Center for Independent Study  Las Lomas Link Series- Site funded using Wellness Center and Principal Discretionary funds: \$250.00 (2022)

**LEA GOAL:**

AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High Quality Programs)**

AUHSD LCAP Goal Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**

**SCHOOL GOAL #2:** Las Lomas High School will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students.

- Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2017 to 2020. Following the COVID-19 pandemic, Las Lomas High School will continue to work towards increasing the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the mathematics section of the Smart Balanced Assessment by 10 percentage points from 2022-2024.
- Las Lomas High School will decrease the number of Ds and Fs in Algebra 2 advanced and Algebra 2 PreCalc/Honors by 8 percent in order increase to increase the A-G requirement completion rate
- Las Lomas High School will increase the overall tagging of students for Academy by 10 percentage points in order to target and effectively intervene during the pandemic from 2022-2024

**What data did you use to form this goal?**

We will use data reports from the California Assessment of Student Performance and Progress (CAASPP) program.

Using Academy Data to provide an effective support system in general education that will generate effective interventions for students who are experiencing challenges in learning or behavior difficulties at school (RTI).

Running Algebra 2 Advanced and PreCalc Honors data at the quarter and semester grading periods to determine steps towards intervention, implementing the recommendation process, and utilizing Math Castle to support all students

**What were the findings from the analysis of this data?**

Las Lomas students overall scored well on the 2016 Smarter Balanced Assessment, with 55% achieving the Standards Met or Standards Exceeded levels.

**How will the school evaluate the progress of this goal?**

Analysis of Math scores from Smarter Balanced Assessments.

Students are expected to improve annually, with a cumulative score of 65% on Math by 2022.

**Where can a budget plan of the proposed expenditures for this goal be found?**

Budget information can be found in the AUHSD LCAP, Las Lomas Parents Club Budget, and Walnut Creek Education Foundation.

District funding alone will be used to support teacher professional development, teacher collaboration, release time, instructional materials, and technology used in the implementation of California State Standards.

**STRATEGY:**

**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies to foster student mastery of the new California mathematics standards. The Math department is working on developing the following skills: models of learning and teaching, curriculum development, reflective thinking towards ongoing improved instructional strategies, mentor and research based professional development

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Build and implement common formative assessments for all grade levels in Math. <b>Utilize data from common formative assessments</b> to shape curriculum and instruction</p> <p><b>Articulation with Middle School</b> (WCI) to align middle school math classes with High School Expectations</p> <p><b>Grading for Equity</b></p> <p>Implement peer-to-peer class observation program to foster collegial support and best practices.</p> <p>Analyze disaggregated <b>Smarter Balanced</b></p>	<p>Administration</p> <p>Math Department members</p> <p>Teacher on Special Assignment/Coaches</p> <p>English, Social Science and Science Teachers</p> <p>District Technology Support</p>	<p>During collaboration mornings, the math department will work to revise common assessments to be administered in the spring of 2022. (Fall)</p> <p>District-wide committee will continue to meet regarding the new Math pathways and curriculum to update the course of studies for each class. (Ongoing)</p> <p>During collaboration mornings, the departments will work on common assessments to help identify students for intervention and best instructional strategies. (Ongoing)</p> <p>Site Leadership Teams will work with Department Chairs to discuss technology support as it relates to enhancing the learning in the classroom. (Ongoing)</p> <p>Department Chairs will use collaboration time to ensure an understanding of Math standards, vertical alignment of curriculum, and equity of access and experience in each grade level to support student learning. (Ongoing)</p> <p>Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Fall)</p> <p>AHS Leadership “Sync” Team will work with teachers to identify areas of need for effective integration of technology to enhance the learning in the classroom. A</p>	<p>Principal’s Discretionary \$3,000</p> <p>Site Math Budget \$1,500</p> <p>TOSA Coach <i>Release Periods</i></p> <ul style="list-style-type: none"> <li>● \$25,000 – LCFF Supplemental</li> <li>● \$25,000 – AUHSD one-time expenditures</li> </ul>

<p><b>Assessment data</b> to identify areas of growth within the ELA curriculum</p>		<p>plan for PD to support will be developed and implemented. (Fall, Ongoing)</p>	
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**STRATEGY:**  
**Professional Development and Collaboration:** Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the new California Mathematics Standards.

1) Representation, 2) Reasoning and Proof, 3) Communication, 4) Problem Solving, and 5) Connections.

<p><b>Action/Date</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Task/Date</b></p>	<p><b>Cost and Funding Source (Itemize for Each Source)</b></p>
<p><b>Friday Collaboration -- Subject-Level Teams</b></p> <p>Focus -- <b>common formative assessments and new texts</b></p> <p><b>Grading for Equity</b></p> <p>LLHS will provide professional development for the Math department to review recently revised Course(s) of Study and ensure alignment of AUHSD Math student pathways</p> <p>LLHS will articulate with middle school math teachers to bridge student transition to high school. Meetings will be held to develop transition plans and to align courses</p>	<p>Principal / Associate Principals</p> <p>English, Social Science and Science Departments</p> <p>College and Career Counselor</p> <p>School Counselors</p> <p>District Technology Support</p>	<p>Meet weekly with Site Leadership Teams (Administration and Instructional Coaches) to plan and implement professional development days and weekly professional development opportunities as well as collaboration for student Mathematic support. Sync team will gather input after each PD day. (Ongoing)</p> <p>Instructional Coach will continue to work with individual teachers and provide professional development to the Math department to help meet student needs school-wide. (Ongoing)</p> <p>Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. (Ongoing)</p> <p>Set aside two Collaboration mornings to articulate with the middle school math teachers. (Twice a year, Fall &amp; Spring)</p> <p>Utilize Math Department Chair as department leader to work within the Math department on strategies for Math support. (Ongoing)</p>	<p>Principal's Discretionary \$3,000</p> <p>Site Math Budget \$1,500</p> <p><i>TOSA Coach Release Periods</i></p> <ul style="list-style-type: none"> <li>● \$25,000 – LCFF Supplemental</li> <li>● \$25,000 – AUHSD one-time expenditures</li> </ul>

<p>grades 6-12.</p>		<p>Site and District-wide PD days will feature opportunities for training on Math standards and instructional practices. (Ongoing)</p> <p>Teachers will attend PD opportunities and conferences throughout the year that focus on Math support and implementation of CCSS. (Ongoing)</p> <p>Monthly staff meetings will provide teachers with opportunities for PD on most recent Brain Science and learning information to support student learning. (Monthly)</p> <p>Administration and Instructional Coaches will work with the Instructional Council to identify needs and develop a plan for professional development. This will be given to the Professional Development committee to plan PD days in the Fall and Spring. (Fall, Ongoing)</p> <p>Math department chair will receive training on new presentation station technology and work to ensure all department members know how to use technology effectively. (Fall)</p> <p>One teacher will take advantage of the Project Based Learning conference and then train the department on PBL strategies. (Fall, Ongoing)</p> <p>Math department will continue to investigate technologies and instructional practices that could improve access for all students including students with disabilities. AHS and District administration will provide necessary professional development and ongoing support. (Ongoing)</p>	
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**STRATEGY**

**Student Support:** Provide direct student support services to assist students struggling to attain basic mastery of the new California mathematics standards. LLHS will utilize professional development opportunities and collaboration to further analyze data, support student learning, and improve curriculum development and the delivery of instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>Academy</b></p> <p><b>Academy Planning Meetings</b> -- once a month</p> <p><b>Analyze Academy data</b> to LLHS will implement a common prep period (or provide substitute as needed) to develop and build department leadership to help facilitate and manage effective collaborative teams.</p>	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Math Department,  Leadership Teams, District Administration</p>	<p>District and site professional development days will have a focus on targeted intervention for students not meeting standards. (Fall, Spring)</p> <p>The LLHS team will work with teachers to plan, develop, and implement effective intervention opportunities for students during “Academy” periods. (Ongoing)</p> <p>Site will hold a weekly SRT meeting to discuss at-risk, struggling students. (Weekly)</p> <p>Site will utilize the Peer Tutor Program as additional support for students. A list of Peer Tutors is sent out by Intervention TOSAs on a weekly basis with a list of Peer Tutors that Staff are able to tag in order to support students during Academy. (Ongoing)</p> <p>The LLHS team is working to design additional interventions and supports after school to support students that are struggling- Math and English. (Ongoing)</p> <p>LLHS Academic Counselors will work with teachers to identify students that need additional Math support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systematic review with the Associate Principals of the D &amp; F lists generated at each grading period. (Quarterly, Ongoing)</p>	<p>Principal’s Discretionary \$3,000</p> <p>Site Math Budget \$1,500</p> <p>TOSA Coach <i>Release Periods</i></p> <ul style="list-style-type: none"> <li>● \$25,000 – LCFF Supplemental</li> <li>● \$25,000 – AUHSD one-time expenditures</li> </ul>



		<p>Counselors and Associate Principals will establish weekly meetings with shared Course-Alike teams to review students on D&amp;F lists and create plans for academic support. (Ongoing)</p> <p>There will be opportunities during Academy periods for students to meet with teachers. (Ongoing)</p> <p>Algebra A teachers will establish a system of support for students upon completion and entering the next course. (Spring and Ongoing)</p> <p>The Math Department will create a system of support for all students during Academy periods. (2022-Ongoing)</p>	
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**STRATEGY:**

**Communication and Articulation:** Partner with stakeholders on implementing the new California Mathematics standards and the new math courses of study. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Annual vertical articulation meetings with partner middle school Math instructors</p> <p><b>Vertical Articulation</b> with Diablo Valley College, nearby Community Colleges</p> <p><b>Utilize Canvas</b> -- Role of Observers</p> <p><b>Parent Education</b> events to highlight strategies to</p>	<p>Principal, Associate Principals</p> <p>Instructional Coaches, Department Chairs, Math Department,</p> <p>Leadership Teams, District Administration</p>	<p>Visits and collaboration with the Middle Schools. Obtaining math recommendations, world language, and planning electives for high school. (Ongoing)</p> <p>Connection and collaboration with local Community Colleges, including Diablo Valley College. (Ongoing)</p> <p>Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. (Ongoing)</p> <p>Set aside two Collaboration mornings to continue articulation with the middle school math teachers. (Twice a year, Fall &amp; Spring)</p>	<p>District:</p> <p>Parent Foundations: \$10,000</p> <p>School Site Council: \$10,000</p>

<p>support students at home</p> <p>Create a communication system to collaborate with middle schools regarding math recommendations</p> <p>Implement a recommendation system at LLHS for math teachers to recommend students to courses for the following year</p>		<p>Utilize Math Department Chair as department leader to work within the Math department on strategies for Math support. (Ongoing)</p> <p>Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Ongoing)</p> <p>The faculty will continue to share best practices and showcase technology integration at staff meetings, release days, and professional development days. (Ongoing)</p> <p>The LLHS Team will collaborate and communicate with the site-level math department and middle schools to determine the appropriate recommendation process. (Ongoing)</p> <p>Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs). (Spring 2022-2024)</p>	
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**LEA GOAL:**

AUHSD LCAP Goal Area #5 - Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (**School Climate and Social-Emotional Development**)

**SCHOOL GOAL #3:** Las Lomas High School will increase student connectedness, ensure belonging, foster positive academic engagement in an equitable and inclusive environment by making the resources and services available on campus more readily accessible and increasing opportunities for peer to peer connection.

- Las Lomas High School will work with our English Learner population in order to decrease the number of D and F grades by 3 percentage points from 2021-2024.
- Las Lomas High School will increase student connectedness by 10% as measured by the Stanford Survey of Adolescent School Experience and the CA Healthy Kids Survey.
- Increase the percentage of students reporting that they are “Purposefully Engaged” or “Fully Engaged” with school by 10 percentage points from 2021 to 2024 as measured by the Stanford Survey of Adolescent School Experiences.

<p><b>What data did you use to form this goal?</b></p> <p>California Healthy Kids Survey data from 2013-2014 and 2015-2016 surveys. Survey results for 2022 not available</p> <p>The 2022 Pulse Survey administered in October, March, and May.</p> <p>Stanford Survey of Adolescent School Experiences, 2015. The Survey will be administered in April of 2022.</p> <p>California Healthy Kids Survey, 2019-2020</p> <p>Las Lomas High School Pulse Surveys, 2021-2022</p> <p>Stanford Survey of Adolescent School Experiences, 2019</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>In 2013-2014, 67% of 9<sup>th</sup> graders surveyed and 64% of 11<sup>th</sup> graders surveyed felt connected to the school. In 2015-2016, 67% of 9<sup>th</sup> graders surveyed and 59% of 11<sup>th</sup> graders surveyed felt connected to school.</p> <p>School survey on student connectedness to an adult on campus in January 2016 was 70%.</p> <p>The Pulse Survey on students being able to trust the Administration to address areas of concern was 68% in 2022.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Analysis of the Stanford Survey of Adolescent School Experiences and the California Healthy Kids Survey</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Budget information can be found in the AUHSD LCAP, Las Lomas Parents Club Budget, and Walnut Creek Education Foundation.</p> <p>District funding alone will be used to support teacher professional development, teacher collaboration, release time, instructional materials, and technology used in the implementation of California State Standards.</p>
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**STRATEGY:**

**Curriculum and Instruction:** Las Lomas High School will increase student connectedness, belonging and inclusion by making the resources and services available on campus more readily accessible and increasing opportunities for peer to peer connection

Las Lomas will examine the curriculum with an eye toward identifying entry points for including more culturally relevant lessons in all subjects throughout campus.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>New Math Standards (scheduled adoption July 2022)</p> <p><b>Equity Lessons</b></p> <p><b>Guiding Coalition</b></p> <p><b>Student Equity Council</b></p> <p><b>School Site Council</b></p> <p>Ongoing refinement of course offerings to enable students to have a rigorous, engaging, accessible, and balanced course schedule</p> <p>LLHS will continue to offer <b>Course Alike Leadership</b> to all staff in order to display the Professional Learning Community Model when designing</p>	<p>Principal, Associate Principals, Counselors (Academic and Crisis/Intervention)</p> <p>Leadership Advisor/Teacher, Instructional Coaches,</p> <p>Teachers, Leadership Students</p> <p>Principal / Associate Principals</p> <p>English, Social Science and Science Departments</p> <p>College and Career Counselor</p> <p>School Counselors</p> <p>English, Social Science and Science Teachers</p> <p>District Technology Support</p>	<p>New standards scheduled for adoption in July 2022. LLHS Teachers will collaborate with the District on the implementation and understanding of the new math standards. (Ongoing)</p> <p>Address potential changes for the 2023-2024 school year in regards to the math standards and review the effectiveness of current math pathways and determine potential improvement, changes. (ie. Algebra A-B and the 3rd year of math requirements). (Ongoing)</p> <p>Evaluate Courses Added:</p> <ul style="list-style-type: none"> <li>● Earth and Space Science</li> <li>● Wood Technology</li> <li>● Advanced Wood Technology</li> <li>● Introduction to Ethnic Studies</li> <li>● Deconstructing Race (English 4)</li> <li>● Athletic PE/Independent PE</li> </ul> <p>Departments will examine performance data with a focus on performance of underrepresented groups. (Ongoing)</p> <p>Continue monitoring of EL course offering and adjust course offerings to meet learning needs of EL students. (Ongoing)</p> <p>Increase SDAIE class offerings in core subjects. (Ongoing)</p>	<p>Title I and Title III approximately \$28,000</p> <p>Walnut Creek Education Foundation and Parent Teacher Student Association</p> <ul style="list-style-type: none"> <li>● Parent Education \$250.00 (Zoom presentations)</li> <li>● Principal's Discretionary: \$10,000</li> <li>● Intervention Specialists: \$15,000</li> <li>● Wellness Program: \$30,000 (one time donation)</li> </ul> <p>WCEF/PTSA</p> <ul style="list-style-type: none"> <li>● Intervention Specialists: \$15,000</li> </ul> <p>ASB: \$12,000</p> <p>TOSA Coach <i>Release Periods</i></p> <ul style="list-style-type: none"> <li>● \$25,000 – LCFF Supplemental</li> <li>● \$25,000 – AUHSD one-time expenditures</li> </ul>

<p>curriculum that is conducive to the overall needs of students.</p>		<p>Development of suggested class schedule for EL students based on incoming RFEP level scores. (Ongoing)</p> <p>ELD and SDAIE curriculum aligned with ELD Common Core State Standards. (Ongoing)</p> <p>ELD courses will continue to utilize course materials designed for developing basic literacy in English language skills to succeed in the mainstream classes. (Ongoing)</p>	
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**STRATEGY**  
**Professional Development and Collaboration:** Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively guide and help students to reduce stress and establish strong connections within the school community.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>DEI Professional Development</b></p> <p>Restorative Justice Professional Development—<b>Culturally Relevant Pedagogy</b></p> <p>LLHS will review and analyze the data from the Stanford Survey for Adolescent School Experiences (Challenge Success) administered. Data will be shared with staff, students, and parents.</p>	<p>Principal, Associate Principals, Counselors (Academic and Crisis/Intervention)</p> <p>Leadership Advisor/Teacher, Instructional Coaches, Teachers,</p> <p>Leadership Students</p>	<p>Meet weekly with Leadership teams (Administration and Instructional Coaches) to plan and implement professional development days and weekly professional development opportunities as well as collaboration on student connectedness. The teams will collect and analyze feedback from PD opportunities. (Fall, Ongoing)</p> <p>Instructional Coaches will continue to work with individual teachers and provide professional development to all staff on student connectedness and meaningful engagement in the classroom. (Ongoing)</p> <p>Provide departments with collaboration time to examine data and curriculum to help support student engagement and connectedness. (Ongoing)</p> <p>Identify a support teacher to work with the Leadership Teacher in order to help new and transfer students find</p>	<p>Title I and Title III approximately \$28,000</p> <p>Walnut Creek Education Foundation and Parent Teacher Student Association</p> <ul style="list-style-type: none"> <li>● Parent Education \$250.00 (Zoom presentations)</li> <li>● Principal's Discretionary: \$10,000</li> <li>● Intervention Specialists: \$15,000</li> <li>● Wellness Program: \$30,000 (one time donation)</li> </ul> <p>WCEF/PTSA</p> <ul style="list-style-type: none"> <li>● Intervention Specialists: \$15,000</li> </ul>

<p><b>Site will provide Professional Development</b> opportunities to collaborate and think critically about assignments (classwork and homework) as it relates to “meaningful and purposeful” work.</p> <p>Provide PD and resources to allow teachers to create curriculum and differentiated instruction to meet needs of block schedule.</p> <p>Use student leadership teams, and different student clubs to provide input on effective instructional strategies and student connectedness.</p>		<p>ways to be involved and connected on our campus; provide PD opportunities for that teacher. PD opportunities can include conferences and/or pull out day(s) with Leadership teachers. (Fall, Ongoing)</p> <p>AHS will continue to engage with Equity Cohorts for professional development on ways to engage students in conversation around race, diversity, and equity. (Fall, Ongoing)</p> <p>Site will gather feedback from students, parents, and staff on implementation of the new bell schedule and use that feedback to evaluate effectiveness of instructional practices as it relates to meaningful and purposeful learning and participation. (Spring)</p> <p>Staff will work in School-wide teams to address ongoing issues within the school including Challenge Success recommendations, school climate and school connectedness. (Monthly, Ongoing)</p>	<p>ASB: \$12,000</p> <p>TOSA Coach <i>Release Periods</i></p> <ul style="list-style-type: none"> <li>● \$25,000 – LCFF Supplemental</li> <li>● \$25,000 – AUHSD one-time expenditures</li> </ul>
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**STRATEGY:**

**Student Support:** Implement policies and student support initiatives to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Restorative Justice and <b>Non-Violent Communication Professional Development</b></p> <p><b>Say Something</b></p> <p><b>BIRT- Bias Incident Reporting System</b></p> <p>Revise Time Management Tool and Expand Use of Tool- LLHS will use the Pulse Survey Data administered three times <b>Counselor Time Survey</b> throughout the school year to prompt discussion, action planning, and decisions that involve students, parents, staff, and community members.</p> <p>Expand student awareness and use of the <b>Wellness Center</b></p> <p>Use of <b>Academy</b> by</p>	<p>Principal, Associate Principals, Counselors (Academic and Crisis/Intervention)</p> <p>Leadership Advisor/Teacher, Instructional Coaches, Teachers,</p> <p>Leadership Students</p>	<p>Staff will use some form of introduction activities with students in the first two weeks of school to help foster a positive environment in their classroom. (Fall)</p> <p>Student Leadership class will plan activities and events throughout the year to foster connectedness and student involvement. This can include but is not limited to: Club Day(s), Lunch time activities, Homecoming week activities, Rallies, Wellness weeks, etc. (Ongoing)</p> <p>LLHS Staff will spend department and curricular collaboration time discussing ways to include “connectedness” in lesson plans or class activities such as group work or peer-to-peer discussion. (Ongoing)</p> <p>Staff will spend department collaboration time discussing ways to include how class assignments or course work is meaningful and related to each student’s individual learning. (Ongoing)</p> <p>The Administration and Instructional Council will develop different forums for student recognition in order to help foster a culture of positive connections with staff, students and their families. (Fall, Ongoing)</p> <p>Leadership will incorporate activities that connect staff and students such as a staff/student March Madness lunch basketball game and relay race games. (Ongoing)</p>	<p>Walnut Creek Education Foundation and Parent Teacher Student Association</p> <ul style="list-style-type: none"> <li>● Parent Education \$250.00 (Zoom presentations)</li> <li>● Principal’s Discretionary: \$10,000</li> <li>● Intervention Specialists: \$15,000</li> <li>● Wellness Program: \$30,000 (one time donation)</li> </ul> <p>WCEF/PTSA</p> <ul style="list-style-type: none"> <li>● Intervention Specialists: \$15,000</li> </ul>

<p>counselors and to run small-group sessions for focused support</p> <p><b>College and Career Center</b> -- Four-Year Planning and strengthen focus on California Community College system</p> <p>Continue to work with leadership to have students serve on the <b>Student Equity Committee and Student Support committee.</b> Students will report out to ASB and staff/Administration ideas to address students who do not feel included in the school community.</p> <p>Site will adjust their School Wide Safety Plan to include goals on preventative measures such as student connectedness and decreasing academic stress</p>			
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**STRATEGY:**

**Communication and Articulation:** Better understand levels of student connectedness and levels of student stress to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Leadership students engage with partner middle schools</p> <p><b>Parent Education-</b> Las Lomas Link Series</p> <p>Time Management Tools</p> <p>LLHS will use the <b>Pulse Survey Data</b> administered three times throughout the school year to prompt discussion, action planning, and decisions that involve students, parents, staff, and community members.</p> <p>LLHS will administer the <b>Stanford Survey for Adolescent School Experiences</b> (Challenge Success) in the spring of 2022.</p> <p>LLHS will continue to provide <b>Professional Development</b> opportunities to collaborate and think</p>	<p>Principal / Associate Principals</p> <p>English, Social Science and Science Departments</p> <p>College and Career Counselor</p> <p>School Counselors</p> <p>English, Social Science and Science Teachers</p> <p>District Technology Support</p>	<p>Instructional Coaches will continue to work with individual teachers and provide professional development to all staff on student connectedness and meaningful engagement in the classroom. (Ongoing)</p> <p>Provide departments with collaboration time to examine data and curriculum to help support student engagement and connectedness. (Fall, Ongoing)</p> <p>LLHS will continue to engage with Elevation to Transformation for professional development on ways to engage students in conversation around race, diversity, and equity. (Ongoing)</p> <p>Staff will use some form of introduction activities with students in the first two weeks of school to help foster a positive environment in their classroom. (Fall 2022 and Ongoing)</p> <p>Student Leadership class will plan activities and events throughout the year to foster connectedness and student involvement. This can include but is not limited to: Club Day(s), Lunch time activities, Homecoming week activities, Rallies, Wellness weeks, etc. (Ongoing)</p> <p>LLHS Staff will spend department and curricular collaboration time discussing ways to include “connectedness” in lesson plans or class activities such as group work or peer-to-peer discussion. (Ongoing)</p>	<p>Walnut Creek Education Foundation and Parent Teacher Student Association</p> <ul style="list-style-type: none"> <li>● Parent Education \$250.00 (Zoom presentations)</li> <li>● Principal’s Discretionary: \$10,000</li> <li>● Intervention Specialists: \$15,000</li> <li>● Wellness Program: \$30,000 (one time donation)</li> </ul> <p>WCEF/PTSA</p> <ul style="list-style-type: none"> <li>● Intervention Specialists: \$15,000</li> </ul>

<p>critically about assignments (classwork and homework) as it relates to “meaningful and purposeful” work. Specifically during the monthly Intervention Planning Meetings.</p> <p>Continue to look at ways the Academy period and interventions can focus on whole child development using data from <b>California Healthy Kids Survey</b> (CAHKS) and <b>Stanford Survey for Adolescent School Experiences</b> (Challenge Success). Analyze effectiveness of Academy periods as an avenue to promote whole child awareness.</p> <p><b>Homework --</b> Strengthen professional practice related to homework and ensure adherence to <a href="#">Administrative Regulation 6154, “Homework/Makeup Work,”</a> 2022-2024.</p> <p><b>New School Day Schedule-</b> starting at 8:30</p>		<p>Staff will spend department collaboration time discussing ways to include how class assignments or course work is meaningful and related to each student’s individual learning. (Ongoing)</p> <p>The Administration and Instructional Council will develop different forums for student recognition in order to help foster a culture of positive connections with staff, students and their families. (Fall, Ongoing)</p> <p>Leadership will incorporate activities that connect staff and students such as a staff/student March Madness lunch basketball game and relay race games. LLHS will launch Spring Tours for incoming students and families to tour and experience “A Day in the Life of Knight”. (Spring 2022-Ongoing)</p>	
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**Form D: School Site Council Membership**

The current make-up of the Council is as follows:

<b>Names of Members</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other School Staff</b>	<b>Parent or Community Member</b>	<b>Secondary Student</b>
Sara Harris	x				
Emily Woodall			x		
Ladan Amin		x			
Michael Constantin			x		
Dawna Huff			x		
Judith Isserman				x	
Tara Fikrat			x		
Ryan DeBoer				x	
Kirsti Davis		x	x		
Aahan Bagga					x
Angela Cartwright				x	
Vanessa Wu				x	
Joshua Frishman			x		
Numbers of members in each category	1	2	6	5	1