Las Lomas High School

1460 S. Main Steet • Walnut Creek • 9252803920 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Acalanes Union High School District
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District Governing Board

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School Description

Las Lomas High School, located in Walnut Creek, California, was founded in 1951 and is one of four comprehensive high schools in the Acalanes Union High School District. Las Lomas is accredited through the Western Association of Schools and College and is recognized a National Blue Ribbon, California Distinguished School and Gold Ribbon Recipient.

Las Lomas High School is committed to academic excellence for all students. Our school offers many core and elective classes which allows students the ability to satisfy their UC a-g requirements while pursuing their artistic and intellectual curiosity. Las Lomas services many English Learner students providing these students with language acquisition skills in a comprehensive ELD courses that match their CELDT level score. Our staff is dedicated to reaching students of all academic levels and providing a welcoming, engaging and supportive learning environment. In addition to our varied curriculum, Las Lomas offers comprehensive extra and co-curricular programs, including three seasons of competitive sports, outstanding performing arts and student clubs. Our academics combined with our offerings of electives and school activities help develop our students into citizens well-prepared to excel in our global society.

In 2016 the Las Lomas staff engaged in a thorough and inclusive process to produce an updated Mission Statement. The mission of Las Lomas High School is to engage all students in relevant and rigorous learning and foster connections in a caring community in order to develop well-rounded individuals.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	397
Grade 10	371
Grade 11	379
Grade 12	383
Total Enrollment	1,530

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	13.6
Filipino	3.9
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.4
White	65
Two or More Races	2.5
Socioeconomically Disadvantaged	9
English Learners	4.4
Students with Disabilities	9.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Las Lomas High School	**15-16**	**16-17**	**17-18**
With Full Credential	84	79	85
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	1
Acalanes Union High School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	302
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Las Lomas High School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks used by Acalanes Union High School District are based on current California content standards.

In accordance with the California Education Code and the Williams Settlement mandates, procedures, monitoring processes, and reporting practices by principals and District departments have ensured that all students have access to the current, Standards-based textbooks, and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 11/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Edge Adopted 2007 High Point (Level 1) Adopted 2007 Impact, 50 Short Stories; 2nd Ed. Adopted 2003 Poetry, A Pocket Anthology Adopted 2003 Poets Adopted 2003 Points of View: An Anthology of Short Stories Adopted 2003 Short Prose Reader; 3rd Ed. Adopted 2003 Talking Back/Poems, A Working Guide/Aspiring Poets Adopted 2003 The Compact Reader; 7th Ed. Adopted 2003 The Word Within the Word, Vol. 1 Adopted 2003 The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 3) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: 11/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Mathematics	Algebra & Trigonometry Adopted 2002 Algebra 1: A Common Core Curriculum (Big Ideas MATH) Adopted 2015 Algebra and Trigonometry, 5th Ed. Adopted 2002 Algebra II: Concepts, Skills and Problem Solving, CA Edi??on Adopted 2008 Calculus I, 8th Ed. Adopted 2006 Calculus II, 8th Ed. Adopted 2006 California Algebra Readiness Adopted 2007 Concepts, Skills, and Problem Solving Adopted 2008 Geometry: A Common Core Curriculum (Big Ideas MATH) Adopted 2016 Integrated Math 1 Adopted 2013 Multivariable Calculus, 8th Ed. (Supplemental) Adopted 2006 Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2002 Pre-Calculus, Third Edition Adopted 2008 The Practice of Statistics Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: 11/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	Biology, 7th ed. Adopted 2004 Biology: Exploring Life Adopted 2004 Biotechnology: Demystifying the Concept Adopted 2000 Chemistry, 7th Ed. Adopted 2000 Earth Science; Geology, the Environ., and the Universe Adopted 2001 Essentials of Human Anatomy and Physiology, 8th ed. Adopted 2005 Human Anatomy and Physiology, 6th ed. Adopted 2005 Living in The Environment, 14th ed. Adopted 2002 Physics Adopted 2004 Physics: Principles with Applications, 4th Ed. AP (Physics AP) Adopted 2005 World of Chemistry Adopted 2008 Exploring Engineering: An Introduction to Engineering and Design, 3rd ed. Adopted 2012 Living in the Environment, 18th ed. Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: 11/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Human Geography in Action, 4th ed. (Supplemental) Adopted 2006 Modern World Hist.: Patterns/Interaction California Ed. Adopted 2005 Psychology, 8th Ed. Adopted 2006 Psychology, 8th ed. (Psych AP) Adopted 2006 The Americans: Reconstruction Through/21st Century Adopted 2005 United States Government: Democracy in Action Adopted 1998 World History: Patterns of Interaction (National Edition) Adopted 2005 Economics Concepts and Choices, California Ed. Adopted 2008 A People & A Nation, 7th Ed. Adopted 2004 Cultural Landscape: An Intro. to Human Geography Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: 11/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	Adventures in Japanese, Levels 1-4 Adopted 2005 French: D"accord!, Levels 1-3 Adopted 2016 Senderos: Spanish for a Connected World (1-3) Adopted 2017 El Espanol para Nosotros, Books 1 & 2 Adopted 2005 Latin for Americans, Level 1 Adopted 2003 Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3) Adopted 2003 NiHao 1, Chinese Language Course, Introductory, Level III & IV Adopted 2004 Realidades, Levels 1-3 Adopted 2003 Imagina Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	Guide to Sexuality Adopted 2005 Health & Wellness Adopted 2005 Diversified Health Occupations, 7th Edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Las Lomas has 60 classrooms which include two computer labs, seven science labs, and eight specialty rooms used as workshops or studios for programs such as Art, 3D Art, Architectural Design, Foods, Woodshop and Auto Shop. There are two Gymnasiums, a weight training room, three athletic fields (football, baseball and softball) tennis courts, and a pool. With the support of the district, the school library is kept open until 5:45 pm every school day to allow students access to educational resources. The library also includes a large conference room used for staff, parent and student meetings.

The school has five custodians. Rooms are cleaned on an alternating schedule while bathrooms and locker rooms are cleaned daily. During the school day, students, school facilities and adjacent areas are patrolled by the two campus supervisors as well as the administration team (before school, brunch, lunch and after school). At school events the Walnut Creek police reserves provide additional support to ensure that students and attendees are safe, and that events run smoothly. There is one fulltime gardener onsite.

Funding from the Measure E bond has improved facilities and campus technology. This includes renovation of parts of the plumbing systems, replacement of some campus roofing, the addition of new student restrooms and the expansion of several teaching facilities including the 3D Art room and the Culinary Arts room. An "Extron" technology system which includes ceiling mounted projectors, integrated microphone and speaker systems, and the capability to run document cameras, iPads, iTouches, iPods, laptops and other portable devices through the projection/sound system is now in place in each classroom/lab.

Energy efficient lamps and ballasts have been installed. A new Energy Management System, Delta was installed to provide effective controls in managing our heating, ventilation and air conditioning as well as controlling exterior lighting. New metered water faucets have been installed to conserve water usage. The stadium synthetic turf and track surfaces have been replaced. The softball outfield synthetic turf has been replaced.

A new standalone science classroom has been constructed room 200. Solar Photovoltaic has been installed and is fully functional. Thermal solar for our pool has been installed and is fully functional. We converted three rooms to three resource rooms. Converted one resource room to a standard classroom. Converted one staff work room into a standard classroom. In August 2017 we brought in 4 DSA approved portable classrooms which measure 24' x 40' (960 sf) each, we fully equipped them with Fire Alarm, power, data, wifi, phones, clock/speakers, Extron system including voice lift, signage, furniture and outside we painted accessible pathways on the asphalt for handicap way finding.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/25/2017						
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**		
	Good	**Fair**	**Poor**			
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X					
Interior: Interior Surfaces	X					
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X					
Electrical: Electrical	X					
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X					
Safety: Fire Safety, Hazardous Materials	X					
Structural: Structural Damage, Roofs	X					
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X					
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**		
	X					

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	77	77	85	84	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	71	70	83	84	48	48
Math	54	52	69	69	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	6.2	34.1	51.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	387	371	95.9	77.4
Male	175	167	95.4	72.5
Female	212	204	96.2	81.4
Black or African American	16	13	81.3	53.9
Asian	53	49	92.5	83.7
Filipino	15	14	93.3	85.7
Hispanic or Latino	47	43	91.5	60.5
White	236	233	98.7	79.8
Two or More Races	11	10	90.9	90.0
Socioeconomically Disadvantaged	48	43	89.6	58.1
English Learners	24	20	83.3	25.0
Students with Disabilities	42	38	90.5	39.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	364	95.79	69.78
Male	174	165	94.83	60.61
Female	206	199	96.6	77.39
Black or African American	15	14	93.33	50
American Indian or Alaska Native	--	--	--	--
Asian	49	47	95.92	80.85
Filipino	13	13	100	92.31
Hispanic or Latino	55	51	92.73	54.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	224	96.55	71.43
Two or More Races	11	10	90.91	60
Socioeconomically Disadvantaged	49	46	93.88	36.96
English Learners	32	30	93.75	26.67
Students with Disabilities	39	37	94.87	5.41

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	352	92.63	51.7
Male	174	158	90.8	52.53
Female	206	194	94.17	51.03
Black or African American	15	14	93.33	21.43
American Indian or Alaska Native	--	--	--	--
Asian	49	47	95.92	72.34
Filipino	13	13	100	69.23
Hispanic or Latino	55	48	87.27	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	216	93.1	52.78
Two or More Races	11	10	90.91	40
Socioeconomically Disadvantaged	49	42	85.71	28.57
English Learners	32	27	84.38	40.74
Students with Disabilities	39	35	89.74	5.71

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
Las Lomas partners with parents for the betterment of the school. Parents volunteer at a variety of community and school-based programs. As part of the Walnut Creek Education Foundation, WCEF raises around $225,00 annually to supplement the district budget to enhance our academic programs.

We also cultivate a strong partnership with our Parent Teachers Student Association (PTSA) to provide meaningful and important programs for our students' academic and social development. Parents are involved in athletic (Las Lomas Athletic Boosters and Las Lomas Football Foundation) and performing arts booster groups (Performing Arts Foundation) to support these respective programs. We also encourage parent participation within our leadership activities by including parents as Parent Advisors (PAs) to our class officers. Parents also take advantage of opportunities to volunteer in our College and Career Center.

We welcome and encourage parent volunteers in our school and actively seek ways to incorporate them into the school's culture.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Las Lomas is a closed campus and all visitors must register at the attendance office. In addition to the staff, two campus supervisors monitors the halls from 7:30 am to 3:30 pm. The school has a close relationship with the Walnut Creek Police Department, and the addition of a School Resource Officer (SRO) on campus increases our police presence adding to student and staff safety.   Cameras are used throughout the campus for video surveillance. The disaster plan is reviewed and revised yearly for improvement. Fire, disaster, intruder and evacuation drills are held throughout the year to train staff in case of a real emergency.

The School Safety plan was last updated, reviewed, and approve by the school board last year.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	2.0	1.1
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.7	2.0	1.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	0	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.8
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.6
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	329

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	25	27	17	13	12	51	55	55	1		
Mathematics	27	28	28	14	9	8	31	41	39	9	4	6
Science	28	29	28	2	5	1	41	37	42	2	3	1
Social Science	27	27	29	8	7	5	45	42	43	1	3	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional Development (Most Recent Three Years)

Acalanes Union High School District has focused on a participatory, inclusive model of professional development driven by choice and appreciated by teachers and administrators alike. The Educational Services department works closely with the Instructional Coaches and the site administration to gather input and offer a robust offering of Professional Development opportunities. Professional development opportunities in AUHSD include:

- District and site based Professional Development days (2 full days per year)
- Summer Institute (3 days)
- Instructional Summer Camps
- District and site based collaborative curricular release days
- Wednesday morning site based meetings
- Districtwide optional Professional Development days
- Districtwide after school curricular projects
- Work with Instructional Coaches
- Attendance at conferences and workshops
- Relevant training related to new standards and curriculum

With a variety of new educational initiatives including the adoption of California State Standards, Challenge Success, innovative instructional technology, achievement data analysis, the following areas of Professional Development are explored during the above mentioned opportunities.

Curricular Development
- Course content and standards
- Instructional practices
- Assessment data and best practice development

Learning Theory
- Science behind student learning
- Effective instructional strategies

Student Engagement
- Innovative practices

- Technology infusion
- Project Based Learning

Response to Intervention

- Targeted interventions for at risk students
- Classroom and schoolwide systems for academic intervention

Social Emotional Wellbeing

- School Wide systems for social and emotional intervention and support
- Connectedness and resilience

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,913	$50,221
Mid-Range Teacher Salary	$77,010	$83,072
Highest Teacher Salary	$98,585	$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		$128,094
Average Principal Salary (HS)	$143,563	$146,114
Superintendent Salary	$227,094	$226,121
Percent of District Budget		
Teacher Salaries	38%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$12,783	$3,304	$9,479	$86,445
District	♦	♦	$9,421	$87,308
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			0.6	-1.0
Percent Difference: School Site/ State			44.2	4.4

* Cells with ♦ do not require data.

Types of Services Funded

Las Lomas benefits from the generous contributions from the Walnut Creek Education Foundation (WCEF). Through the fundraising efforts of WCEF and the collaborative relationship Las Lomas enjoys with WCEF, we are able to partner with our parent foundation to help improve and enhance the academic programs and overall educational environment at Las Lomas. This past year, WCEF funded key academic programs and electives in our core curriculummand increased the number of support days for our Mental Health Intervention Specialist.

Our PTSA provides critical support for our student recognition programs and school culture inquiry group. The PTSA also provides supplemental support for our Visual and Performing Arts and Career Tech Ed departments in terms of additional funding to purchase supplies that enhance the student experience in these two departments.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Las Lomas High School	2013-14	2014-15	2015-16
Dropout Rate	2	1.4	0
Graduation Rate	96.28	96.92	99.71
Acalanes Union High School District	2013-14	2014-15	2015-16
Dropout Rate	0.8	1	0.5
Graduation Rate	97.76	97.04	98.17
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	458
% of pupils completing a CTE program and earning a high school diploma	20%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.43
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	69.43

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	1	♦
Fine and Performing Arts	1	♦
Foreign Language	3	♦
Mathematics	3	♦
Science	4	♦
Social Science	6	♦
All courses	19	37

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	97.49	98.03	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	100	100	80.17
Asian	91.18	98.57	94.42
Filipino	100	100	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	98.35	97.46	90.99
Two or More Races	90.91	97.25	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	64.29	57.14	55.44
Students with Disabilities	84	87.8	63.9
Foster Youth	0	0	68.19

Career Technical Education Programs

Las Lomas offers courses intended to help students prepare for the workforce. These Career Technical Education (CTE) courses, formerly known as Vocational Education, are open to all students and include instruction in:

- Architectural & Structural Engineering
- Cabinet Making & Wood Working Products
- Computer/Repair/Hardware, Electrical, & Networking Engineering
- Engineering Design and Robotics
- Food Service & Hospitality
- Vehicle Maintenance, Service & Repair
- Forensic Science
- Medical Technologies
- Sports Medicine
- Culinary Arts
- International Cuisine Culinary Arts

Students have the opportunity to choose from a myriad career technical classes that are offered during each period throughout the school day. These career technical classes support academic achievement through the advancement of reading comprehension skills and critical thinking skills.

Our career technical teachers prepare and train our students for the vocational skills necessary for our students to enter the workforce or pursue further education in related fields. Our teaching staff regularly collaborates with regional community colleges and industry specialists to keep their curriculum up-to-date and relevant. We strive to make all of our classes accessible for all students, and ourcareer technical teachers work well with our special education resource teachers to provide a structured and supportive environment so our students with unique needs are accommodated and supported in their learning. Every year, ROP and classes that receive funding from the Carl Perkins Grant conduct a student survey. The outcomes from the survey are reviewed and future class offerings based on effectiveness is calibrated each year.

DataQuest

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

Internet Access

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