LAS LOMAS HIGH SCHOOL

FOCUS ON LEARNING
Self Study Report
March 2011

WASC/CDE Accreditation
The Western Association of Schools and
Colleges and the California Department of Education

Acalanes Union High School District
Walnut Creek, California
Matthew Campbell, Principal

FOCUS ON LEARNING
Self-Study Report
WASC/CDE Edition

Prepared for the
Accrediting Commission for Secondary Schools
Western Association of Schools and Colleges

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March 20-23, 2011

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Las Lomas High School -- March 20-23, 2011

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Meredith Tate– Co-Coordinator

Matt Campbell – Principal

Ruth Steele – Associate Principal

Mark Uhrenholt – Associate Principal

Scott Swain – Head Counselor

Jessica Bacchus – Organization: Vision and Purpose, Governance . . .

Sarah Wondolowski – Organization: Vision and Purpose, Governance . . .

Mark Lewis – Assessment and Accountability

Maria Cunniffe – Curriculum

Jessica Jurgens -- Instruction

Debbie Zamaria – School Culture and Support

Anna Jameson – Student Committee Co-Chair

Emily Mihelitch – Student Committee Co-Chair

Glynnis Cowdery – Parent Committee Co-Chair

Mary Holzheimer – Parent Committee Co-Chair

Allison Ridenhour – Parent Committee Co-Chair

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Richard Whitmore - Board Member

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John Nickerson - Associate Superintendent
Educational Services

Chris Learned - Associate Superintendent
Business Services

LAS LOMAS HIGH SCHOOL SITE ADMINISTRATORS

Matt Campbell – Principal

Ruth Steele – Associate Principal

Mark Uhrenholt – Associate Principal

Scott Swain – Head Counselor

Acknowledgements and Recognition

The Self Study could not have been achieved without the continual and tireless support of the entire Las Lomas Community, and especially those individuals named below. We thank you!

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And finally, thank you to the students of Las Lomas High School that help make this a wonderful place to teach and learn.

Vision, Purpose, Governance Leadership and Staff

Facilitators: Sarah Wondolowski and Jessica Bacchus

Allison Ridenhour	Parent Committee Co-Chair
Anne Scallon	Art Teacher
David Bremer	Social Studies Teacher
Dax Harris	Study Hall Instructional Assistant
Doug Longero	Physical Education Teacher
Hanalee Washburn	Counselor
Jessica Bacchus	Social Studies Teacher
Jessica Oceguera	Student
Jim Nolte	Foods Teacher
Karen Clark	Parent
Kathi Mooney	School Nurse
Kelley Crane	Student
Kelsey Coney	Student
Liz Davis	Parent
Lori Gieleghem	English Teacher
Maggie Ridenhour	Student
Mark Thompson	Math Teacher
Matt Campbell	Principal
Max Kessler	Student
Michele Bellamy	Financial Secretary
Mike Kauzer	Math Teacher
Sarah Wondolowski	Social Studies Teacher
Taron Hensley	Drama Teacher
Jim Morgan	Science Teacher
Lisa Amaro	Spanish Teacher
Kim Fisher	Social Studies Teacher
Janet Munroe	English Teacher

Curriculum
Facilitator: Maria Cunniffe

Abbey Warner	Student
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Andy Briggs	Social Studies Teacher
Arman Lim	Student
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Dawna Huff	Attendance/Health Clerk
Heidi Nienaber	Instructional Assistant
Izzi Rassouli	Student
Janice Lund	Math Teacher
Jenn Nickl	Social Studies Teacher
Jim Head	Parent
Jim Karas	Math Teacher
Kim Crane	Parent
Maria Cunniffe	Science Teacher
Marie Ciano	Science Teacher
Mark Mihelitch	Parent
Mark Uhrenholt	Associate Vice Principal
Marlene Miranda	Spanish Teacher
Matt Ridenour	English Teacher
Meg Stephens	Student
Mona Mulhair	French Teacher
Patricia Miraflor	Student
Peat Sutherland	Science Teacher
Shellie Ramsay-Leavitt	Special Education Teacher
Susan Martin/Ade Melgdoza	Counselor
Terry Haugen	Physical Education Teacher

Instruction
Facilitator: Jessica Jurgens

Alma Lai	Instructional Assistant
Amelia Fambrini	Student
Ami Zensius	English Teacher
Brittany Rosenberg	Social Studies Teacher
Carl Ball	Math Teacher
Chris Caldwell	Student
Debbie Hook	Special Education Teacher
Donald Bradshaw	Social Studies Teacher
Ellen Smith	College and Career Center
Erica Amundson	Art Teacher
Glynnis Cowdery	Parent Committee Co-Chair
Jessica Jurgens	Art Teacher
Karen Schroter	Parent
Kate Colebourn	English Teacher
Kim Jorgensen	Math Teacher
Lissa Wentner	Social Studies Teacher
Maddie Dautel	Student
Martha Dare	Spanish Teacher
Mary Louie	Parent
Mick McEwen	Technology Assistant
Pat Blank	Woodshop
Pearson Henri	Student
Robert Bettis	Parent
Ruth Steele	Associate Vice Principal
Stephanie Verbansky	Science Teacher
Will Cautero	English Teacher

Assessment and Accountability
Facilitator: Mark Lewis

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Christine Wise	English Teacher
Debbie Blendow	Foods Teacher
Emily Mihelitch	Student
Jack O'Neill	Student
Jackie Cienfuegos	Parent
Jazzy Yoder	Student
Jeff Merken	Science Teacher
Jim Taylor	Campus Supervisor
Joelle Heckmann	Social Science Teacher
John Dewes	ELD/English Teacher
John Morse	Science Teacher
John Schroder	Music Teacher
Cathy Sillavo	Math Teacher
Mallorie Wilkerson	Spanish Teacher
Mark Lewis	Math Teacher
Mary Holzheimer	Parent Committee Co-Chair
Matt Brensel	Student
Stephen Mann	Special Education Teacher
Tim Kruger	Physical Education Teacher
Tom Vu	Technology Coordinator
Valerie Wright	Counselor
Veronica Logan	Parent
Wendy Reeves-Hampton	English Teacher
Wynn O'Donnell	Student
Yvonne Richmond	Testing Coordinator

School Culture and Student Support
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Ali Wolff	Student
Andrew Schreiber	Japanese Teacher
Anna Jameson	Student
Anneliese Pearce	Psychologist
Curtis Bowden	Student
Debbie Zamaria	Special Education Teacher
Demi Yfantis	Social Studies Teacher
Emelie Gunnison	English Teacher
Jamie Grutzmacher	English Teacher
Joan Wheeler	Librarian
Kara Bloodgood	Counselor
Karen Lopilato	Math Teacher
Katie Holzheimer	Student
Krista Hull	Physical Ed/ELD Teacher
Ladan Amin	Digital Design Teacher
Lyn Zusman	Principal's Secretary
Nelson Burmudez	Library Assistant
Patty See	Attendance Technician
Rick Tognolini	Spanish Teacher
Ronnie Hum	Campus Supervisor
Steve Boone	Auto Tech Teacher
Sara Harrison Mast	English Teacher
Scott Swain	Head Counselor
Shari Borglin	Parent
Toni Steil-Bozym	Parent
Zaya Bayarjargal	Student
Robert Poehnert	Computer Technology Teacher

CHAPTER ONE
Student/Community Profile 2010-2011

Introduction:

Recognized as a California Distinguished School in 2006 and as a National Blue Ribbon School in 2007, Las Lomas High School ranked 95th among 2449 high schools statewide. Founded in 1951, Las Lomas is nestled in the East Bay foothills near Mt. Diablo State Park. The school campus itself, although centrally located in bustling Walnut Creek, boasts quiet, park like grounds amid the city traffic. Host of the Acalanes Union High School District's entire English Language Learner Program, Las Lomas provides students with a diverse cultural as well as academic setting. From career/technical education to Honors and Advanced Placement courses, Las Lomas offers a wide range of course offerings to suit any student's academic or vocational path. Our school-wide Academic Performance Index for 2010 was 864, and it has been above 800 every year since the inception of API scores.

Although most are academically motivated and come from similar demographic backgrounds, every student at Las Lomas is unique. The school continuously assesses student needs, establishes meaningful and challenging standards, and creates a learning environment where all students can succeed. We are proud of our accomplishments, including:

- A six-year WASC Accreditation in 2005
- Being named one of the top high schools in America in *Newsweek* in May, 2010
- Recognition as a California Distinguished High School in 2006
- One of 35 middle and senior high schools in the state to be awarded the National Blue Ribbon recognition in 2007-2008.

Our vision is expressed in the Las Lomas Mission Statement: *It is the mission of the LLHS Community to attain high standards, meet the individual needs of all students, and provide tools for life long learning.*

Our Expected School-wide Learning Results have been developed and refined over the past decade and more. For the accreditation process, we have further refined the ESLR's, and they are as follows:

ESLRs -- Expected School-wide Learning Results

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

1. Be responsible individuals who:
    - assume responsibility for their own behavior and meet school expectations
    - learn and apply effective study skills
    - exhibit habits of socially responsible citizens
    - value diversity and tolerance
    - make healthy lifestyle choices
    - establish and accomplish goals individually
2. Acquire common core of academic and career/technical knowledge
    - meet or exceed Acalanes Union High School District content and skill standards
3. Demonstrate complex thinking skills
    - apply, analyze, synthesize and evaluate
    - demonstrate problem solving, decision-making and conflict resolution
    - integrate knowledge across the disciplines
    - acquire skills necessary to demonstrate technological competence
4. Communicate effectively
    - demonstrate effective speaking, writing, listening and technological skills
    - read for understanding
    - work effectively in groups taking on various roles

Not only is Las Lomas a Distinguished School by the State, it is one distinguished by its students, staff, and community who volunteer hours of time, services and in fundraising efforts to support academic and extracurricular programs and help Las Lomas provide the necessary resources to meet the needs of all student's needs.

Part I. Demographic Data

The Community

In 2009, the population of Walnut Creek was 65,860. Ethnically, Walnut Creek has significant populations of Asians and Hispanics but only a 2% population of African Americans. Eighty – one percent of residents are White. Median household income for the City is $76,522, slightly above the County average of $75,483, and well above the State average of $58,361 (Source: Walnut Creek/2005-2007 American Community Survey – US Census). Fifty-six percent of City residents possess a Bachelor's Degree or higher, while 95% possess a high school diploma. ("City of Walnut Creek . . . ").

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 Las Lomas' standards of excellence and commitment to enhance 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, and the Athletic Boosters. Annually, the Foundations that represent each high school in the Acalanes Union High School District raise nearly one million dollars. The WCEF raises over $200,000 for Las Lomas High School. The PTSA supports and augments a wide range of programs on campus, such as:

- Running the *Healthy Choices* program to promote student health and wellness
- Supporting a student advocacy group to represent Las Lomas in Sacramento
- Planning and coordinating events with parent class advisors
- Managing "Finals Fuel" that provides nourishing snacks during final exams

Like the PTSA, the Performing Arts Foundation (PAF) also makes significant contributions on campus. The Foundation's mission statement is to "enable and support the highest quality education and experience in the performing arts at Las Lomas High School, and to foster an enhanced appreciation of these arts in the school and local community" (laslomasptsa.com). The association is comprised of volunteers who chair an advisory board, which 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 awards outstanding students for musical and theatrical achievements.

In addition to monetary support, many members of the community volunteer time on campus, in the College and Career Center, in classrooms, by chaperoning dances, on field trips and at extracurricular events. Every two years, Las Lomas holds Career Day where members of the community come to campus and share their job experiences. Because of the variety of speakers, students have the opportunity to explore many unique jobs.

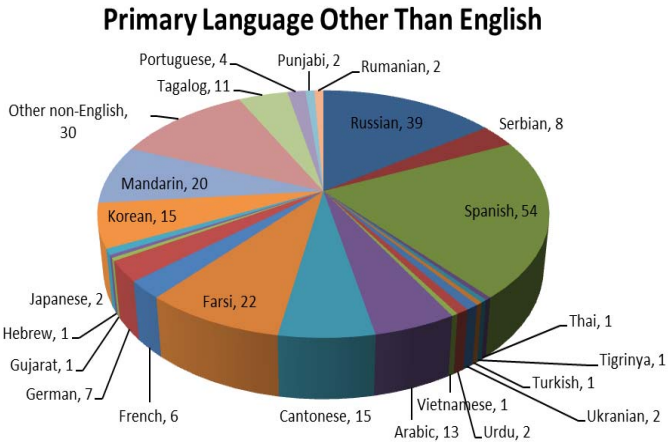
The City of Walnut Creek is an active partner with Las Lomas. In April 2007, the City along with the Walnut Creek Police Department, the PTSA, and many community agencies, presented *Every 15 Minutes*, an anti-drinking and driving program, to all students. Despite budget cuts, a less elaborate presentation was still presented to all students in March and April of 2010 during an assembly. Additionally, the City partners with schools in the community by sponsoring the City of Walnut Creek Youth Council, on which students in the community serve, giving the City input from a teen's perspective on how the City can best make improvements. In 2010-2011, seven Las Lomas students are serving on this council. The Walnut Creek police department also assists with supervision at sporting events and graduation, while a member of the force has served as the ROP law enforcement teacher.

Local businesses are involved with Las Lomas as well. Whole Foods, our next door neighbor, regularly provides food for the staff. Many restaurants and retail stores in Walnut Creek provide coupons and items for fundraising events. Because Las Lomas is located near downtown Walnut Creek, there are many interactions between our students and the community.

Las Lomas High School is modern and clean, with beautifully landscaped and maintained grounds. Recent renovations have improved the infrastructure, and classroom technology has been augmented on a nearly annual basis. There will be more construction during summer 2011 which will add more student restrooms and to replace roofing throughout the eastern end of campus. In 2009, school wide Wi-Fi was installed, and over the last few years, lab-classrooms have been expanded and community areas renovated. Classrooms are well stocked with textbooks and supplies, promoting an atmosphere of engagement in all aspects of learning. Specially designated funds from the Measure E Bond allowed for the installation of permanent LCD projectors, new screens, and Extron systems in all classrooms. The Extron system allows for seamless integration between computers, DVD players, document cameras, audio equipment and projectors. Other technology upgrades made as a result of Measure E and the District's Technology Master Plan include a complete network upgrade, a new email server, and transition

to Windows 7 and Microsoft Office 2010. Additionally, the mathematics department began piloting the use of interactive whiteboards, which allows teachers to demonstrate problem solving in real time, in three classrooms in 2009-2010.

The Student Body



Las Lomas boasts an economically and academically diverse student population. Although 3% of our student population qualifies for free or reduced price meal subsidy, this is a very low percentage, compared to the county average of 27% and the state average of 46%. Because the district's only ELD program is housed on campus, Las Lomas boasts the most cultural diversity of all the schools in the Acalanes Union High School District. The chart at right shows all the home languages of 220 students whose primary language is not English.

Our school-wide Academic Performance Index (API) continues to improve, and was 864 in 2010, with 1061 students taking the exam. In the past three years, more than 60% of seniors graduating from Las Lomas met UC or CSU course requirements. In 2008, 96% of Las Lomas graduates continued on to two and four year colleges. Of the graduates, 41% attended a University of California (UC) or California State University (CSU), 16% attended an Out-of-State College/University, while 9% attended two-year colleges. In 2009, 40% of Las Lomas graduates attended a UC or CSU school, 16% attended an Out-of-State College/University, while 39% attended two-year colleges. The class of 2009 held 13 National Merit Finalists and six Commended Students. Most recently in 2010, 34% of graduates attended a UC or CSU school, 21% attended an Out-of-State College/University, while 37% headed to two-year colleges. On average, between 325-375 seniors graduate each year, with 362 graduating in 2008, 332 in 2009, and 331 in 2010.

Enrollment over the last five years has decreased from our high population of over 1,700 in 2004-2005 to fewer than 1,500 currently. Because 1,700 is well above our site capacity, district residency verification has been enforced since the Summer of 2005, reducing the number of students attending Acalanes Union High District schools who do not live within the district boundaries. This has reduced Las Lomas' total enrollment by an average of 75 students annually, and 300 students total from 2004-2005 to 2009-2010. Our current enrollment for 2010-2011 has slightly increased from last year.

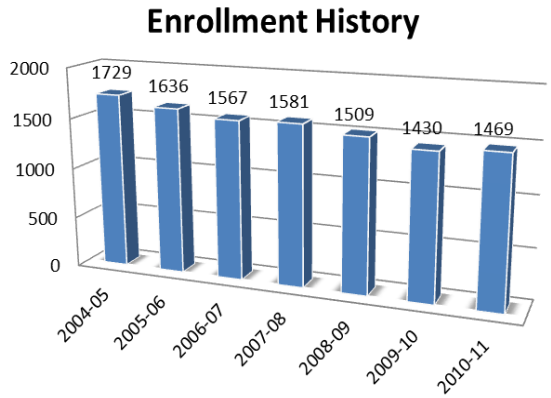
Student Enrollment, Fall 2010

Students by Grade Level	2008	2009	2010	2011
9th Grade	389	355	389	372
10th Grade	403	392	332	395
11th Grade	411	370	362	334
12th Grade	378	392	347	368

Enrollment by Gender, Fall 2010

Grade	Female	Male	Total
9	**194**	**178**	**372**
10	**179**	**213**	**392**
11	**161**	**167**	**328**
12	**202**	**158**	**360**
Grand total:	**736**	**716**	**1452**

The chart below shows the trend of declining enrollment over the last six years due to residency verification.



Within the student general student population, there are students of significant subpopulations too. 94 students were enrolled in resource/special education programs in 2010. Las Lomas also has approximately 15 students enrolled in AGATE (Acalanes Gifted and Talented Education.) 60 students district-wide are selected each semester to participate in this after school program out of more than 300 district-wide applicants.

As mentioned in the introduction, Las Lomas is the most diverse school in the District, although still relatively homogenous compared to schools in California as a whole. The following tables detail Las Lomas' student population by ethnicity and language proficiency.

Enrollment by Ethnicity, Fall 2010

Racial / Ethnic Category	# of Students	% of Students
American Indian/Alaskan Native	**15**	**1.0**
Asian	**153**	**10.4**
Pacific Islander	**2**	**0.1**
Filipino	**48**	**3.3**
Hispanic or Latino	**67**	**4.6**
African American not Hispanic	**48**	**3.3**
White not Hispanic	**1058**	**72.0**
Multiple or no response	**78**	**5.3**

Language Proficiency Totals, Fall 2010

Designation	Total
English Only	**1178**
FEP	**86**
R-FEP	**109**
EL	**79**
Grand total:	**1452**

Attendance:

Students at Las Lomas have good attendance, with the exception of a select group who have truancy issues. However, the number of students with five tardies or more represents over 60% of students. Because the data below groups both unexcused tardies and absences as truancies, it is difficult to distinguish the number of truants versus tardies per student. Expulsions over the last three years have declined, while suspensions have increased.

The following tables include information related to attendance and truancy. The Student Attendance Review Board numbers signify students who have reached at least level one (3 unexcused absences or 9 tardies.)

Average Daily Attendance

School-Year	ADA	Percentage
2008-2009	**1262.89**	**95.51%**
2009-2010	**1309.06**	**95.92%**
2010-2011 *(Through December 2010)*	**1349.42**	**95.68%**

Truancy Numbers

School-Year	# of Students in SARB Process
2006-2007	**183**
2007-2008	**87**
2008-2009	**295**
2009-2010	**66**

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year, an enrollment number that usually varies from the school's actual enrollment number.

	Las Lomas High School			
	2006-2007	*2007-2008*	*2008-2009*	*2009-2010*
Suspensions (number)	127	79	111	170
Suspensions (rate)	8.1%	5.0%	7.4%	11.9%
Expulsions (number)	5	3	1	1
Expulsions (rate)	0.3%	0.2%	0.1%	0.1%

Disciplinary Contacts – 2009/2010

Violation	Total	Violation	Total
Fighting	12	Weapons	4
Assault	7	Weapon Possession	1
Assault / Battery	1	Harassment	8
Threat	2	Hate Violence	2
Alcohol	6	Intimidation	0
Drugs	8	Receive Stolen Property	1
Drug Paraphernalia	0	Tardies- (5) First Contact	139
Destruction of Property	3	Tardies- (7) Second Contact	1000*
Theft	3	Tardies- (9) Third Contact	39
Tobacco-First	10	Tardies- (9+) Additional	28
Profanity/Obscene Act	6	Cutting-First Contact	31
Defiance	45	Cutting-Second Contact	4
Defiance Non-Suspension	11	Cutting-Additional Contact	5
No Show Det/Sat	60	Cutting-F-Drop	0
Class Disruption #1	106	Athletic Appeal	20
Class Disruption #2	13	Parking	7
Class Disruption #3	5	Cell Phone / Electronic Device	210
Campus Disruption	40	Alert	0
Off Campus #1	13	Parent Contact	19
Off Campus #2	3	Drop / Transfer Schools	77
Off Campus > 2	1	Dress Code Violation	3
Cheating	19	Plagiarism	34
Forgery	3	Bullying / Cyber Bullying	1
Technology Tampering	1	Sexual Harassment	8
Totals: 2019			

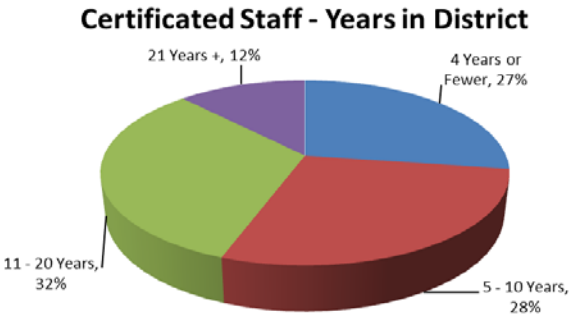
Student Mobility Rate – 2006-2011

Year	Entered After School Year Began	Exited Before End of School Year
2006-2007	**82**	**87**
2007-2008	**85**	**91**
2008-2009	**39**	**116**
2009-2010	**54**	**126**
2010-2011 (As of 1/31/2011)	**34**	**55**

**The Tardies – Second Contact number is artificially high. Midway through the 2009-2010 school-year, Las Lomas adopted the less strict district standards for parental contact for tardies; many of the 1000 second contacts were actually the first contact made by administration.*

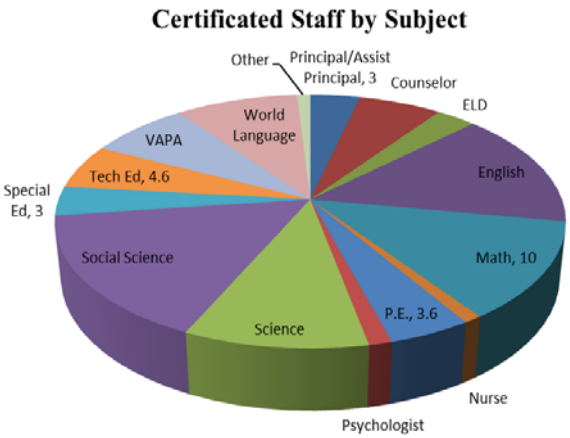
The Staff

Las Lomas boasts a highly qualified certificated and classified staff of 115 (2010-2011). The staff's ethnicity closely mirrors the ethnic makeup of the school, with only a small number of Hispanic, African-American and Asians represented. For the 2010-2011 school year, the staff is 40% male and 60% female. The Certificated staff is 97% CLAD certified and 100% fully credentialed, with no one holding emergency teaching permits. Currently, 0% of the certificated staff had fewer than two years teaching experience. Seventy-three percent of certificated staff at Las Lomas has been teaching between five and thirty years, with the average number of years in teaching 15 years. Thirty staff members hold Master's Degrees, with one holding a PhD.



Certificated Staff	2008-09	2009-10	2010-11
Number of Teachers (FTE)	73	78	71
Average Years of Teaching Experience	14	14	15
Number of Part Time Teachers	8	6	8
With Less Than Two Years' Experience	4%	0%	0%
Full Credential Holders	100%	100%	100%
Emergency Permit Holders	14%	0%	0%
CLAD Certified	98%	100%	97%
Advanced Degrees (Masters, PhD)	43%	42%	33%
Substitutes (Long Term)	2	1	1

Certificated Staff are well educated and knowledgeable in many subjects, as evidenced by the variety of subjects taught at the school:



In 2010, Principal Pat Lickiss retired after 17 years at Las Lomas and over 35 years in the District. Over the decades, Lickiss expanded and improved the school and developed a bond with the community that is reflected in the supportive and collaborative relationship the community maintains with the school. In 2010-2011, new Principal Matt Campbell stepped in to continue the reign of excellence set in place by his predecessor. In addition to Principal Campbell, the Las Lomas administrative support includes two Associate Principals. Additional support staff specialists include a psychologist, a nurse, a part time speech and language therapist, a 504 coordinator, a part time testing coordinator, and a part time college and career advisor. Las Lomas has five full-time counselors, equivalent to one counselor for every 285 students, according to the school population in 2009-2010. Las Lomas also has a part time Crisis Counselor that is funded by the City of Walnut Creek and the Walnut Creek Education Foundation (WCEF). These specialists often work part time at our school and some may work at more than one school in the district. Their schedules change, as our student needs change. For this reason, staffing counts below may differ than actual counts at the school today.

Support Staff Positions (2010-2011)	*FTE*
Counselors	**5.0**
Librarians	**1.0**
Psychologists	**1.0**
Nurse	**0.8**
Speech/Language/Hearing Specialist	**1.0 (district wide)**
Crisis Counselor	**0.6**

Since 2005 there have been changes in the support staff of the school, including the elimination of one part time Associate Principal, the loss of two full time counseling and main office assistants, and the addition of one new Counselors. Due to growth and retirement, 20 new certificated staff members were hired between 2005 and 2007. Certificated and classified staff has been reduced since 2008 by roughly 15 positions, due mostly to layoffs and program reductions.

On average, staff attendance rates remain constant from year to year. In 2008-2009 and 2009-2010, certificated staff was absent an average of 1.3 days per month. This translates to an average range from 7.5 to 12.7 days annually per person. While these numbers may seem alarmingly high, they are not representative of each individual staff member, as during these years there were at least two staff members on maternity leave each semester in addition to those on other leaves of absence or sick leaves. The long term leaves of absence skews the individual data.

Professional Development

The Acalanes Union High School District holds annual, district wide Professional Development days every year. Despite necessary budget cuts, the District has been able to maintain this summer program. Although historically a weeklong program in August, as of 2008 the program has been reduced from a weeklong district-wide program to a three day, limited enrollment program. Course offerings include using technology, such as streaming video, Google Docs and use of iPads in the classroom. Additional courses, such as Advanced Placement instructor trainings are offered. There are also optional district-wide technology pull-out days where teachers can take classes led by the technology coordinators. Substitutes are provided for teachers who utilize this resource. Many other technology courses are also offered through the Contra Costa County Office of Education. The chart below shows the Professional Development Days offered by the District.

Year	*Professional Development Days*	*Optional "Institute" Days*
2006-2007	3.0	5.0
2007-2008	3.0	5.0
2008-2009	3.0	3.0
2009-2010	3.0	3.0
2010-2011	1.0	3.0

The table above reflects Professional Development dates for the last five years.

Each Wednesday morning classes begin 35 minutes later, providing staff one hour of weekly meeting time. Once per month the late start Wednesday is used for staff meetings and department meetings. The remaining Wednesdays are designated as Professional Collaboration or Professional Development mornings, where staff can address various improvement goals such as training, best teaching practices and curriculum development. Additionally, these mornings are used for articulation with staff at Walnut Creek Intermediate School to ensure that incoming freshmen have a smooth transition to high school. A complete listing of WASC meeting dates and topics addressed during the Self Study is included in the Appendix.) As part of our 2005 Action Plan, we created the Las Lomas Academic Task Force (ATF) using representatives from all departments. The ATF's goal was to oversee the development and implementation of staff development activities to ensure school-wide development. Although this committee convened annually for a while, the ATF has not met consistently the last few years, even though professional development, at the district and School-wide levels, has continued. Reductions in

staff, transfers, and retirements of key ATF staff caused the committee to dissolve. Solutions to this issue were discussed and considered when writing our Action Plan and are included in Chapter V.

WASC Accreditation History

Las Lomas has been fully accredited since it opened and, over the last two decades, has consistently been granted six-year accreditations. In 1993, our six-year accreditation included a three-year revision; in 1999 and 2005 we received a six-year clear accreditation. Our last WASC visit was in March of 2005. As a school community, there was a strong desire to move forward to address the recommendations of the Visiting Committee as well as the Action Plans developed during the self-study. Many new staff members hired between 2005 and 2007 and serious reductions in staff between 2008-2011, has resulted in a need to educate the staff yearly about the WASC Self-Study, the Visiting Team Report, and the Action Plans the school community developed. Numerous staff and support staff were given the opportunity to attend WASC visits to help educate them on the process.

Learning Environment

With generous funding from Measure E, Las Lomas has enjoyed recent renovations and school improvements as well as up to date and ample technology. The funds have been designated for multiple school improvement projects, among them, nearly one million dollars to upgrade technology infrastructure, such as network security, increased classroom technology, classroom mounted projectors and other audio visual equipment and network upgrades. Six million dollars of Measure E funds are designated as the "Ten Year Classroom Technology Fund," which establishes a life-cycle replacement fund for classroom computers, printers, monitors, labs and support hardware. Additional funds were designated for installation of a school-wide wireless network, accessible in all classrooms and outdoors, as well as the purchase of newer technologies. Interactive white boards, iPads, electronic readers, network or laptop carts, GPS, iStop motion software or iPanels are all being considered for purchase from these funds.

Additionally, the WCEF funds a full time computer lab supervisor for teacher and student support. There are currently two PC computer labs and three mobile PC computer labs available for student use. One lab is used for PC computer science, graphic design, and Web design

classes. The other lab is used for student drop-ins before and after school. Teachers may reserve the stationary and mobile labs for their student's use.

Our school is safe and equipped with security cameras to view entrances and exits as well as key areas of the campus 24 hours a day. According to the criteria established by the Office of Public School Construction, our deficiencies are minor, resulting from common wear and tear. We scored between 90 and 99 percent on the 15 categories of our facilities evaluation for 2009-2010. During the last three years, and as a result of a pipeline explosion in the neighborhood that caused the evacuation of the school, the Safety Plan has been overhauled. Annually, the staff reviews the evacuation plan to prepare for these events. Scheduled and unscheduled evacuation drills for fire and other hazards are conducted regularly throughout the school year. Similarly, earthquake and intruder drills are implemented several times each year.

One hundred percent of students have standard aligned, officially adopted textbooks for use in class and at home. Our Library includes internet-connected computers as well as subscriptions to many on line databases, such as ABC Clio and the Gale Research Group. The Library is open five days a week until 5:45 each day. A full time librarian, a part time librarian, and a full time library assistant staff the Library.

Curriculum and Learning Experiences

Students at Las Lomas can choose from a wide range of elective courses, including AP Human Geography, Japanese, Digital Arts, Engineered Drawing, Auto and Wood Technology, Electronics, Media Studies/Creative Writing, 3D Art, Work Experience, Forensics, International Foods, Drama and Stagecraft. Despite several years of state budget cuts and economic instability, Las Lomas continues to maintain a wide selection of courses, including electives in English, Social Studies, Science, World Language as well as traditional electives in the Visual and Performing Arts.

Graduates from Las Lomas High School are required to complete 240 units in each of the following academic areas:

- 20 Units in Mathematics*, Physical Education/Health, and Science (*Students are two complete two semesters beyond Algebra 1 beginning with the Class of 2014)
- 20 units in Visual or Performing Arts, Foreign Language or Career/Technology (one year each in two of these subjects beginning with Class of 2007)
- 30 units in Social Studies including one year each of World History, American History and Government/Economics

- 40 units in English
- 90 units in elective courses

Technical Education and ROP Classes

Las Lomas currently offers 27 Technical and Vocational courses. Of the 27 courses, 7 are Regional Occupational Program (ROP) classes. The number of classes offered and the total enrollment in the table below break down the specific courses.

Technical/Vocational Courses – 2010/2011	Number of Courses	Enrollment
Computer Applications	1	30
Wood Technology & Advanced Combination	5	143
Foods 1	4	111
Foods 2 Advanced	2	43
Foods 2 International Cuisine	1	17
Automotive Technology	2	60
ROP Automotive Technology Advanced	1	23
Digital Art Web Design	1	21
Electronics & Advanced Combination	2	64
ROP Computer Technology Advanced	1	27
Architectural Design and Advanced Combo	2	56
ROP Sports Medicine	2	63
ROP Forensic Science	3	82
Total	**27**	**740**

World Language Classes

Students at Las Lomas can choose from nearly 40 French, Japanese, or Spanish classes. Beginning and intermediate courses as well as Advanced Placement and Honors courses, which focus on literature as well as language, are among the offerings. Currently more than 1000 students are enrolled in World Language classes.

Although not offered at Las Lomas, students have the option to take Sign Language at the local community college.

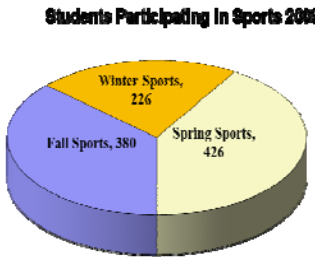
World Languages – 2010/2011	Number of Courses	Enrollment
French 1	1	23
French 2	2	56
French 3	2	41
French 4 Honors	1	25
French 5 / Literature AP	1	16
Japanese 1	2	63
Japanese 2	2	44
Japanese 3	1	34
Japanese 4/5 Honors	1	30
Spanish 1	5	161
Spanish 2	9	254
Spanish 3	7	182
Spanish 4 Honors	3	70
Spanish 5 AP	1	27
Total	**38**	**1026**

Other Elective Courses

In addition to traditional core and college preparatory classes, students at Las Lomas can choose from a variety of elective courses. Las Lomas boasts the more sections of elective courses than any other school in the Acalanes Union High School District. Without the Measure A Parcel tax approved by voters in May 2010, many of the electives below, such as Journalism, Public Speaking, Psychology, and most Art classes would have been eliminated. However, Measure A funds will sustain the District for five years, and fortunately, support from the Las Lomas Community allowed elective programs to remain intact and a bit augmented, with extra sections of Journalism and Media Studies added in 2010.

Electives other than Language, Advanced Placement or Tech Ed 2010-2011	Number of Courses	Enrollment
Public Speaking I, II	2	44
Journalism	3	75
Media Studies / Creative Writing	3	80
Psychology	5	136
Yearbook	1	31
Leadership	1	35
Drama – All Levels	4	119
Stagecraft	1	28
Art I, II	9	258
Advanced Art/Honors	1	30
Art 3D – All Levels	5	143
Digital Design	3	85
Digital Art/Web Design	1	27
Concert Band	1	28
Symphonic Band	1	70
Wind Ensemble	1	40
Total	**42**	**1229**

Extracurricular and Cross-Curricular Programs:



Students participate in many extra-curricular activities, which reflect a wide range of student interests, including performing arts, clubs, academic decathlon, and sports. In 2009, 49% percent of students participated in over 50 school sponsored sports, according to the student survey administered in 2010. Recent athletic successes include a football section championship, the cross-country team qualifying for the State Championship, and a statewide wrestling champion. Nearly forty coaches oversee fall and spring sports, which range from traditional sports such as football and volleyball, to less traditional high school sports, such as golf and lacrosse. More than 25% of students participated in a fall sport in 2009, with approximately 30% participating in spring sports. Most sports offer freshmen/sophomore, junior varsity and varsity teams for both girls and boys.

- Fall Sports: football, cross country, gymnastics, tennis (girls), water polo, volleyball (girls), cheerleading
- Winter Sports: soccer, basketball, cheerleading, wrestling
- Spring Sports: track, swimming, diving, golf, lacrosse, baseball, softball, tennis (boys)

Students from all demographic and academic groups participate in clubs that expose them to learning experiences outside the classroom and the school day. Students in the Science Club, a diverse group from every academic level including ELL and Special Education students, compete in the Wondercup Competition, the Science Bowl, and the Science Olympiad. In 2009, five of our Science Club competitors won medals at the Olympiad.

Club Rush day, at the beginning of the year, invites all students to join one of Las Lomas' nearly 50 clubs. More than 400 students participate in one or more of Las Lomas' clubs on campus, including the Key Club, which coordinates volunteer opportunities between students and the community, and the Film Maker's Club, which sponsors and organizes an annual film festival. Over a dozen student filmmakers, who script, direct, edit and produce their own films, present their original films at the festival. Many clubs organize fundraisers or food/clothing/toy drives, and some, such as the Gay Straight Alliance, in conjunction with our Crisis Counselor, produce and present classroom presentations for students to educate students on respectful attitudes and student to student alliances.

Other 2010-2011 Las Lomas Clubs

- The Key Club
- Film Makers Club
- Gay Straight Alliance
- Film Club
- Creek Kids Care
- French Club
- Asian Pacific Islanders Club
- Science Club
- Christian Club
- Free Thinkers Club
- Improv Club
- Model UN

Students also excel in fine arts, as exemplified by the 29 students selected for the Contra Costa County Honor Band in 2009. Journalism students participate in the Scholastic Journalism Initiative and write articles for the "CC Spin" column in the *Contra Costa Times* and other local papers. The Visual and Performing Arts department entertain the school community throughout the year with concerts, plays, musicals, and art installations throughout the school and at the nearby Lesher Regional Center for the Arts in Walnut Creek. Instrumental music students host a quarterly concert at school as well as compete in statewide competitions in which they routinely garner superior ratings. Speakers from FIDM (Fashion Institute of Design and Merchandising) speak to design classes, and Dieticians from Kaiser speak to foods classes.

Throughout the year, students enjoy various field trips in and around the Bay Area. Spanish AP and Spanish IV students eat lunch at Pena Pach Mama in San Francisco and enjoy Ecuadorian, Peruvian, and Spanish food and music. Students in Media Studies/Creative Writing meet elementary school students from Murwood Elementary and visit the school to present the children there with a custom made book written and designed especially for them by their Las Lomas "pen pal." Leadership students participate yearly in State Advocacy Day, Red Ribbon Week at local elementary schools, and serve as "Middle School Mentors." Students in French AP and French IV have traveled to France over spring break. In the College and Career Center, students sign up for field trips to visit CSF sponsored colleges.

Some additional field trips include:

- The SF Opera for a performance and opera workshop,
- Visits to or from the California Culinary Academy and the Culinary Institute
- The Asian Art Museum and the Legion of Honor
- The annual Defense Language Institute in Monterey.
- State Advocacy Day in Sacramento

In academic classes, students enjoy a host of extracurricular and co-curricular activities. All French classes have an active French club that meets bi-weekly and sponsors an annual Mardi Gras Celebration that includes cuisine, music, dance and other elements of French culture. In Psychology, students become "parents" for two weeks and care for their assigned babies (flour sacks) 24 hours a day for two weeks. Students in Japanese I correspond with pen pals in Fukuko, Japan, while students in Japanese III and IV compete in an annual speech contest at the Consulate General of Japan in San Francisco.

Students in Student Leadership organize and participate in a host of activities both at the school and at the local and national levels. For example, in Winter Week 2010, Leadership students organized school wide activities in addition to a school wide awareness campaign and global fundraiser for the less fortunate in Guatemala. In November of each year, Leadership students organize a canned food drive, which raised $3,300 in 2010. The Family Giving Tree each December annually fulfills 250 + wishes for needy Bay Area children.

Last year, Las Lomas Leadership students organized a youth campaign for the new Walnut Creek Library, and worked with local elementary schools and businesses to fundraise. In the spring of 2010, students logged hundreds of hours of time phone banking, block walking, letter writing and presenting information to classes all to publicize the Measure A parcel tax and working on the Save Our School (SOS) Club. In addition to the fundraising and charitable support the Leadership class provides, students from this class, which includes elected Associated Student Body officials, also participate in monthly Student Senate meetings, produce and star in they monthly edition of the video "Knightly News," and serve on local committees such as the District's Diversity Committee, the Site Council, and the WCEF Partner Group committee.

In addition to extracurricular and cross-curricular activities, Las Lomas students outside of the Leadership class are active in the community at the local and statewide levels. Each year Las Lomas students meet with students from other districts and local schools to participate in Ethics Day, hosted by the Walnut Creek Chamber of Commerce. Throughout this daylong conference, students, local business volunteers and government leaders discuss ethical scenarios and share opinions. Bi-annually, Las Lomas hosts Career Day, in which nearly 100 local businesses and professional people deliver presentations to students and staff during three morning breakout sessions. Students choose a different topic for one of three sessions in which they explore career pathways and possibilities with this local expert. In 2008, visiting speakers included doctors, lawyers, teachers, firefighters, policemen, hair and makeup stylists, theater directors, veterinarians, hotel and restaurant managers, as well as other technicians and specialized workers.

In an effort to promote respect and prevent acts of cruelty and violence on campus, the national Safe Schools Ambassadors Program was implemented at Las Lomas during the 2004-2005 school year. This program recognizes the powerful influence of students on their peers in modeling and creating norms for appropriate behavior. Student ambassadors, recommended by staff, are trained to use specific techniques and proactive behaviors to help friends and peers make better choices about how to treat others and avoid trouble. Among other things, Ambassadors are trained to notice acts of mistreatment and take appropriate actions, such as supporting and reasoning, to stop and prevent future episodes.

Advanced Placement and Honors Classes

In addition to a wide selection of extracurricular activities from which to choose, Las Lomas students may also augment their A-G requirements by opting to take Advanced Placement and/or Honors courses. Over 900 students are currently enrolled in more than 40 Honors and Advanced Placement courses. Courses range from English IV and Calculus to Music Theory and Art.

Advanced Placement – 2010/2011	Number of Courses	Enrollment
English IV	2	51
Government	3	79
US History	5	112
European History	4	72
Human Geography	2	52
French 5	1	14
Spanish 5	1	27
Calculus AB	4	103
Calculus BC	2	37
Statistics	2	44
Physics B	1	16
Chemistry	2	46
Biology	1	17
Art	1	28
Music Theory	1	18
Total	**32**	**716**

Honors – 2010/2011	Number of Courses	Enrollment
English 3	1	23
French 4	1	25
Japanese 4/5	1	30
Spanish 4	3	70
Geometry	1	36
Algebra 2 Trigonometry	2	42
Advanced Art	1	18
Total	**10**	**244**

Funding:

Las Lomas could not achieve what it does without tremendous monetary support from the community. In November 2009, local voters renewed a permanent district parcel tax, and in May 2010, approved Measure A, a supplemental five-year parcel tax. Funding from Measure A allowed the District to avoid making any cuts to academic or instructional programs, which prevented massive teacher layoffs. Furthermore, funds from Measure A allowed to retain the elective program intact as well as allowed a seven period day for students.

Additionally, a generous 2008 bond measure, Measure E, earmarks $11 million **for** construction and technology upgrades, which includes installation of school wide Wi-Fi and upgrades of most classroom computers, among other things. More details regarding Measure E are included in the "Facilities" section of this chapter.

In January 2005, the Las Lomas Foundation merged with the K-8 Foundation to form the K-12 Walnut Creek Education Foundation, with an annual goal of raising $1 million to help fund Walnut Creek Schools. A parcel tax passed in 2005, which funds capital outlay projects, and class size reductions was renewed indefinitely in the fall of 2008, although budget shortfalls required increasing class sizes in the 2009-2010 school year to maintain teacher positions.

The WCEF (Walnut Creek Education Foundation) contributed more than $250,000 in 2008-2009 to improve the learning environment. This money supported elective programs, funded AP classes and increased the instructional budget. For the 2009-2010 school year, the WCEF funded an additional section of English I to help keep the student teacher ratio as small as possible. The chart below details the Foundations' contributions to Las Lomas for the 2010-2011 school year:

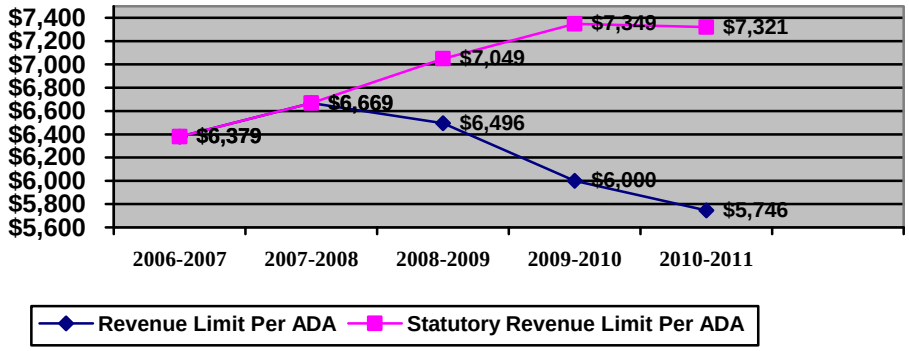
Program/Group	*Funding Provided*
Crisis Counselor	$18,000
Academic Counselor	$25,000
Class Size Reduction (3 sections – English, World History)	60,000
Technology Coordinator	$20,000
Nurse – 1 Additional Day	$18,000
Science Supplies	$7,000
Campus Improvements	$20,000
Computer Lab	$10,000
Partner Groups (PAF, PTSA, ASB)	$22,000
Totals	**$200,000**

Las Lomas is in a School Improvement Program school under the State Department of Education. Annually, Las Lomas receives $100,000 to assist underperforming students. The school's Site Council, which meets monthly to discuss the current budget and funding requests from staff, governs these funds. Site Council members include classified and certificated staff, students from all four grade levels and parents. The Las Lomas Site Council approves funding for projects, equipment and professional training for staff members**.**

Las Lomas Expenditures Per Student 2007-2011

The following chart details the drastic reduction in per student funding over the last three years.

Acalanes Union High School District
Revenue Limit Cuts Per ADA



Expenditures per student at Las Lomas exceed the State average due to support from the WCEF. In 2008-2009, per student spending, including both restricted and unrestricted funds, was $8,717. At the time of this report, the data for 2009-2010 was not available.

Type of Funds	Las Lomas	District	State
Unrestricted ($/student)	$5,873	$5,905	$5,495
Restricted ($/student)	$2,844	$3,340	$3,099
Total Funds per student	$8,717	$9,246	$8,594

Part II. Student Performance Data

Academic Performance Index (API) and Annual Yearly Progress

Ranked 95th among 2449 high schools statewide, Las Lomas has maintained or exceeded an API of 800 for nearly a decade and has succeeded in meeting all ten AYP criteria. For the 2010-2011 school year, Las Lomas' API improved to 864, an increase of 6 points from the previous year. Las Lomas met all the English Language Arts, Math and Graduation Rate criteria for the school year. Most years, only about 32% of schools meet their growth targets. Statistically, about 99% of students took the test. The chart below shows our API and AYP for the last five years. Statewide, Las Lomas was ranked 10 out of 10 in comparison with other schools in the state.

Year	API Score	Growth from Previous Year	Met Subgroup Growth Targets	Met School-wide Growth Targets	AYP Met
2010-2011	864	+6	Yes	Yes	NA
2009- 2010	858	+14	Yes	Yes	Yes
2008-2009	844	+4	Yes	Yes	Yes
2007-2008	840	+11	Yes	Yes	Yes
2006-2007	829	+11	Yes	Yes	Yes

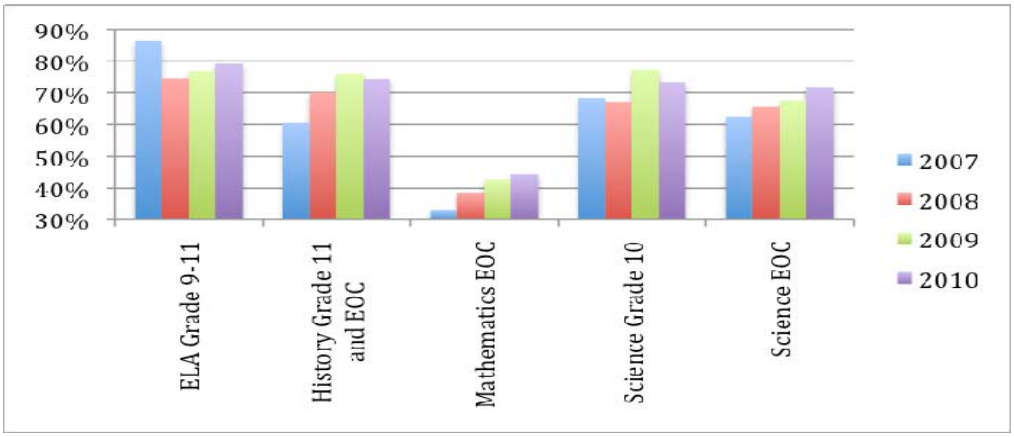
The chart below, prepared as part of the District's annual Assessment Report, details Las Lomas' API performance in comparison with other local high schools of similar backgrounds. Las Lomas' neighbor high school and rival, Northgate, tied Las Lomas with their API this year for the first time.

High Performing Bay Area High School
API Comparison

School	District	2005	2006	2007	2008	2009	2010
Albany	Albany	827	839	832	820	806	820
Las Lomas	**Acalanes**	**818**	**829**	**840**	**844**	**858**	**864**
Northgate	Mt. Diablo	836	823	831	835	855	864
Homestead	Fremont Union	824	842	838	846	852	858
Sir Frances Drake	Tamalpais	813	816	836	842	851	852
Dublin	Dublin	789	795	795	798	842	868

California Standards Test (CST)

Scores on the California Standards Test (CST) have increased over the last three years in all subjects, except for History Grade 11 and EOC and Science Grade 10, which decreased slightly. The chart below shows the performance of students who are Proficient and Advanced in all subject areas on the CST from 2007 to 2010. Disaggregated score breakdowns by test subjects follow.



EOC indicates students tested at the end of course.

CST English Language Arts											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	554	48%	330	28%	154	13%	75	6%	46	4%
	2007/2008	531	47%	320	28%	172	15%	67	6%	50	4%
	2008/2009	524	49%	302	28%	140	13%	56	5%	53	5%
	2009/2010	546	51%	293	28%	147	14%	46	4%	29	3%
9th	2006/2007	208	53%	97	25%	54	14%	24	6%	8	2%
	2007/2008	208	54%	106	28%	44	12%	18	5%	6	2%
	2008/2009	175	51%	101	31%	38	11%	15	4%	11	3%
	2009/2010	202	53%	114	30%	42	11%	17	4%	8	2%
10th	2006/2007	167	41%	135	33%	57	14%	29	7%	19	5%
	2007/2008	163	43%	106	28%	69	18%	25	7%	18	5%
	2008/2009	182	47%	124	32%	52	13%	17	4%	11	3%
	2009/2010	153	47%	95	29%	45	14%	19	6%	11	3%
11th	2006/2007	179	50%	98	27%	43	12%	22	6%	19	5%
	2007/2008	160	42%	108	29%	59	16%	24	6%	26	7%
	2008/2009	167	48%	77	22%	50	14%	24	7%	31	9%
	2009/2010	191	54%	84	24%	60	17%	10	3%	10	3%
Female	2006/2007	303	51%	166	29%	59	10%	24	4%	11	2%
	2007/2008	296	53%	172	31%	59	11%	20	4%	13	2%
	2008/2009	305	55%	157	28%	64	11%	19	3%	13	2%
	2009/2010	308	57%	147	27%	63	12%	14	3%	8	1%
Male	2006/2007	251	42%	164	28%	95	16%	51	9%	35	6%
	2007/2008	235	41%	148	26%	113	19%	47	8%	37	6%
	2008/2009	219	42%	145	28%	76	15%	37	7%	40	8%
	2009/2010	238	46%	146	28%	84	16%	32	6%	21	4%
English Learner	2006/2007	1	2%	4	8%	13	27%	18	37%	13	27%
	2007/2008	3	5%	5	9%	13	22%	22	38%	15	26%
	2008/2009	3	5%	5	9%	12	22%	21	38%	14	25%
	2009/2010	3	5%	7	12%	18	32%	17	30%	12	21%
Students with Disabilities	2006/2007	4	5%	14	18%	25	32%	20	25%	16	20%
	2007/2008	5	9%	6	10%	20	34%	13	22%	14	24%
	2008/2009	7	11%	12	19%	16	25%	10	16%	19	30%
	2009/2010	8	13%	2	3%	26	42%	13	21%	13	21%
Asian	2006/2007	67	50%	33	25%	18	14%	9	7%	6	5%
	2007/2008	60	43%	47	34%	15	11%	10	7%	6	4%
	2008/2009	72	59%	31	25%	10	8%	9	7%	1	1%
	2009/2010	51	50%	28	27%	16	16%	5	5%	3	3%
Black or African American	2006/2007	7	23%	8	27%	8	27%	3	10%	4	13%
	2007/2008	6	21%	7	24%	10	34%	2	7%	4	14%
	2008/2009	12	35%	9	26%	6	18%	3	7%	4	12%
	2009/2010	9	35%	4	15%	6	23%	4	15%	3	12%
Filipino	2006/2007	8	32%	11	44%	3	12%	1	4%	2	8%
	2007/2008	11	42%	11	42%	3	12%	1	4%	0	0%
	2008/2009	16	46%	8	23%	7	20%	3	9%	1	3%
	2009/2010	10	40%	7	28%	7	28%	0	0%	1	4%
Hispanic or Latino	2006/2007	21	22%	29	31%	16	17%	18	19%	11	12%
	2007/2008	24	27%	14	16%	19	22%	19	22%	12	14%
	2008/2009	23	25%	24	26%	21	23%	12	13%	12	13%
	2009/2010	38	31%	36	29%	32	26%	9	7%	9	7%
White	2006/2007	446	52%	243	28%	109	13%	44	5%	23	3%
	2007/2008	426	50%	238	28%	122	14%	35	4%	26	3%
	2008/2009	396	51%	227	29%	95	12%	29	4%	35	4%
	2009/2010	411	57%	197	27%	79	11%	25	3%	11	2%
Economically Disadvantaged	2006/2007	6	13%	10	21%	13	27%	13	27%	6	13%
	2007/2008	7	12%	14	25%	17	30%	13	23%	6	11%
	2008/2009	13	25%	9	18%	13	25%	7	14%	9	18%
	2009/2010	13	18%	23	32%	20	28%	11	15%	5	7%

CST World History											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	219	28%	213	27%	224	29%	67	9%	56	7%
	2007/2008	138	33%	113	27%	96	23%	24	6%	41	10%
	2008/2009	139	39%	122	34%	52	15%	22	6%	23	6%
	2009/2010	151	38%	128	32%	76	19%	22	5%	25	6%
9th	2006/2007	114	30%	104	28%	104	28%	31	8%	21	6%
	2007/2008	132	36%	109	29%	88	24%	22	6%	19	5%
	2008/2009	131	40%	111	34%	48	15%	21	6%	15	5%
	2009/2010	148	40%	122	33%	68	18%	16	4%	19	5%
10th	2006/2007	104	26%	109	27%	120	31%	36	9%	35	9%
	2007/2008	6	16%	3	8%	8	22%	2	5%	18	49%
	2008/2009	6	22%	11	41%	4	15%	1	4%	5	19%
	2009/2010	3	14%	5	24%	5	24%	4	19%	4	19%
11th	2006/2007	1	100%	0	0%	0	0%	0	0%	0	0%
	2007/2008	0	0%	1	20%	0	0%	0	0%	4	80%
	2008/2009	2	40%	0	0%	0	0%	0	0%	3	60%
	2009/2010	0	0%	1	13%	3	38%	2	25%	2	25%
Female	2006/2007	98	27%	91	25%	127	34%	33	9%	20	5%
	2007/2008	56	25%	71	32%	63	28%	14	6%	19	9%
	2008/2009	60	34%	71	40%	27	15%	12	7%	9	5%
	2009/2010	51	29%	68	38%	39	22%	8	5%	11	6%
Male	2006/2007	121	30%	122	30%	97	24%	34	8%	36	9%
	2007/2008	82	43%	42	22%	33	17%	10	5%	22	12%
	2008/2009	79	44%	51	28%	25	14%	10	6%	14	8%
	2009/2010	100	44%	60	27%	37	16%	14	6%	14	6%
English Learner	2006/2007	0	0%	1	5%	3	16%	6	32%	9	47%
	2007/2008	2	10%	2	10%	5	24%	4	19%	8	38%
	2008/2009	1	13%	1	13%	5	63%	0	0%	1	13%
	2009/2010	4	14%	7	24%	8	28%	4	14%	6	21%
Students with Disabilities	2006/2007	4	8%	4	8%	12	24%	10	20%	21	41%
	2007/2008	2	9%	5	22%	5	22%	3	13%	8	35%
	2008/2009	6	20%	6	20%	8	27%	4	13%	6	20%
	2009/2010	3	11%	4	15%	6	22%	4	15%	10	37%
Asian	2006/2007	30	33%	25	27%	26	29%	7	8%	3	3%
	2007/2008	15	34%	11	25%	11	25%	3	7%	4	9%
	2008/2009	15	43%	14	40%	2	6%	3	9%	1	3%
	2009/2010	11	33%	13	39%	6	18%	2	6%	1	3%
Black or African American	2006/2007	5	24%	1	5%	6	29%	4	19%	5	24%
	2007/2008	2	14%	3	21%	4	19%	0	0%	5	36%
	2008/2009	3	20%	7	47%	1	7%	3	20%	1	7%
	2009/2010	2	25%	2	25%	2	25%	0	0%	2	25%
Filipino	2006/2007	4	25%	3	19%	8	50%	1	6%	0	0%
	2007/2008	3	23%	3	23%	6	46%	1	8%	0	0%
	2008/2009	6	43%	4	19%	4	29%	0	0%	0	0%
	2009/2010	1	20%	1	20%	2	40%	1	20%	0	0%
Hispanic or Latino	2006/2007	5	8%	9	15%	23	38%	10	17%	13	22%
	2007/2008	11	28%	7	18%	7	18%	4	10%	11	28%
	2008/2009	10	30%	11	33%	1	21%	2	6%	3	9%
	2009/2010	11	20%	13	23%	19	34%	5	9%	8	14%
White	2006/2007	174	30%	171	29%	157	27%	45	8%	35	6%
	2007/2008	107	36%	88	30%	67	23%	16	5%	19	6%
	2008/2009	105	41%	84	32%	38	15%	14	5%	18	7%
	2009/2010	112	42%	91	34%	41	15%	11	4%	13	5%
Economically Disadvantaged	2006/2007	2	7%	4	13%	10	33%	5	17%	9	30%
	2007/2008	3	15%	2	10%	6	30%	1	5%	8	40%
	2008/2009	2	12%	8	47%	5	29%	1	6%	1	6%
	2009/2010	5	13%	14	37%	9	24%	7	18%	3	8%

CST U.S. History											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 -Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	132	38%	120	34%	64	18%	20	6%	16	5%
	2007/2008	174	50%	109	31%	41	12%	16	5%	10	3%
	2008/2009	168	49%	103	30%	36	11%	14	4%	21	6%
	2009/2010	163	48%	112	33%	51	15%	11	3%	6	2%
11th	2006/2007	132	38%	120	34%	64	18%	20	6%	16	5%
	2007/2008	174	50%	109	31%	41	12%	16	5%	10	3%
	2008/2009	168	49%	103	30%	36	11%	14	4%	21	6%
	2009/2010	163	48%	112	33%	51	15%	11	3%	6	2%
Female	2006/2007	61	34%	71	40%	35	20%	7	4%	5	3%
	2007/2008	78	51%	48	31%	19	12%	8	2%	1	1%
	2008/2009	71	43%	66	40%	18	11%	5	3%	5	3%
	2009/2010	81	42%	71	37%	34	18%	6	3%	2	1%
Male	2006/2007	71	41%	49	28%	29	17%	13	8%	11	6%
	2007/2008	96	49%	61	61%	22	11%	8	4%	9	5%
	2008/2009	97	55%	37	21%	18	10%	9	5%	16	9%
	2009/2010	82	55%	41	28%	17	11%	5	3%	4	3%
English Learner	2006/2007	0	0%	1	7%	4	29%	5	36%	4	29%
	2007/2008	0	0%	0	0%	1	100%	0	0%	0	0%
	2008/2009	1	7%	0	0%	4	29%	4	29%	5	36%
	2009/2010	0	0%	2	25%	3	38%	3	38%	0	0%
Students with Disabilities	2006/2007	2	7%	8	29%	5	18%	6	21%	7	25%
	2007/2008	1	5%	4	19%	7	33%	6	29%	3	14%
	2008/2009	2	12%	2	12%	3	18%	5	29%	5	29%
	2009/2010	3	20%	4	27%	4	27%	3	20%	1	7%
Asian	2006/2007	20	59%	6	18%	6	18%	2	6%	0	0%
	2007/2008	18	42%	16	37%	5	12%	2	5%	2	5%
	2008/2009	24	59%	11	27%	5	12%	1	2%	0	0%
	2009/2010	15	47%	8	25%	8	25%	1	3%	0	0%
Black or African American	2006/2007	2	33%	2	33%	1	17%	1	17%	0	0%
	2007/2008	1	14%	4	57%	0	0%	1	14%	1	14%
	2008/2009	2	18%	2	18%	0	0%	4	36%	3	27%
	2009/2010	2	33%	1	17%	2	33%	1	17%	0	0%
Filipino	2006/2007	1	13%	3	38%	1	13%	1	13%	2	25%
	2007/2008	6	86%	1	14%	0	0%	0	0%	0	0%
	2008/2009	2	29%	4	57%	0	0%	0	0%	1	14%
	2009/2010	3	27%	5	45%	2	18%	1	9%	0	0%
Hispanic or Latino	2006/2007	7	22%	9	28%	4	13%	7	22%	5	16%
	2007/2008	5	31%	6	38%	1	6%	4	25%	0	0%
	2008/2009	8	38%	4	19%	4	19%	2	10%	3	14%
	2009/2010	13	39%	12	36%	5	15%	2	6%	1	3%
White	2006/2007	102	38%	99	37%	51	19%	9	3%	9	3%
	2007/2008	142	52%	80	29%	35	13%	9	3%	7	3%
	2008/2009	131	51%	80	31%	27	10%	7	3%	14	5%
	2009/2010	120	49%	82	34%	32	13%	6	2%	4	2%
Economically Disadvantaged	2006/2007	2	14%	3	21%	1	7%	5	36%	3	21%
	2007/2008	5	29%	4	24%	5	29%	3	18%	0	0%
	2008/2009	4	44%	2	22%	2	22%	1	11%	0	0%
	2009/2010	3	19%	9	56%	2	13%	2	13%	0	0%

CST Biology											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	125	29%	153	35%	119	28%	25	6%	9	2%
	2007/2008	97	26%	157	42%	100	27%	14	4%	8	2%
	2008/2009	135	38%	123	34%	79	22%	15	4%	6	2%
	2009/2010	135	39%	111	32%	78	23%	15	4%	7	2%
9th	2006/2007	77	46%	64	38%	26	16%	0	0%	0	0%
	2007/2008	69	41%	80	48%	18	11%	1	1%	0	0%
	2008/2009	77	57%	46	34%	12	9%	1	1%	0	0%
	2009/2010	95	63%	49	32%	8	5%	0	0%	0	0%
10th	2006/2007	44	18%	83	34%	86	35%	22	9%	9	4%
	2007/2008	25	13%	74	38%	78	40%	11	6%	7	4%
	2008/2009	38	20%	73	38%	64	34%	11	6%	5	3%
	2009/2010	29	17%	60	35%	64	37%	14	8%	6	3%
11th	2006/2007	4	20%	6	30%	7	35%	3	15%	0	0%
	2007/2008	3	23%	3	23%	4	31%	2	15%	1	8%
	2008/2009	20	65%	4	13%	3	10%	3	10%	1	3%
	2009/2010	11	52%	2	10%	6	29%	1	5%	1	5%
Female	2006/2007	60	29%	79	38%	56	27%	9	4%	3	1%
	2007/2008	47	24%	93	48%	46	24%	5	3%	3	2%
	2008/2009	73	37%	68	35%	47	24%	6	3%	2	1%
	2009/2010	60	37%	57	35%	40	25%	4	2%	1	1%
Male	2006/2007	65	29%	74	33%	63	28%	16	7%	6	3%
	2007/2008	50	27%	64	35%	54	30%	9	5%	5	3%
	2008/2009	62	38%	55	34%	32	20%	9	6%	4	2%
	2009/2010	75	41%	54	28%	38	21%	11	6%	6	3%
English Learner	2006/2007	1	7%	1	7%	6	43%	5	36%	1	7%
	2007/2008	0	0%	3	27%	6	55%	2	18%	0	0%
	2008/2009	0	0%	1	10%	3	30%	4	40%	2	20%
	2009/2010	2	13%	1	6%	12	75%	1	6%	0	0%
Students with Disabilities	2006/2007	0	0%	4	14%	11	38%	9	31%	5	17%
	2007/2008	0	0%	1	7%	9	64%	3	21%	1	7%
	2008/2009	4	17%	5	22%	9	39%	4	17%	1	4%
	2009/2010	0	0%	2	11%	10	56%	3	17%	3	17%
Asian	2006/2007	19	37%	19	37%	11	21%	2	4%	1	2%
	2007/2008	16	33%	17	35%	15	31%	1	2%	0	0%
	2008/2009	14	36%	19	49%	4	10%	2	5%	0	0%
	2009/2010	13	38%	10	29%	10	29%	1	3%	0	0%
Black or African American	2006/2007	1	10%	2	20%	4	40%	1	10%	2	20%
	2007/2008	1	11%	3	33%	4	44%	0	0%	1	11%
	2008/2009	4	36%	4	36%	2	18%	1	9%	0	0%
	2009/2010	1	10%	3	30%	3	30%	2	20%	1	10%
Filipino	2006/2007	2	17%	6	50%	3	25%	1	8%	0	0%
	2007/2008	4	44%	3	33%	2	22%	0	0%	0	0%
	2008/2009	4	31%	1	8%	7	54%	1	8%	0	0%
	2009/2010	1	14%	5	71%	1	14%	0	0%	0	0%
Hispanic or Latino	2006/2007	3	9%	8	24%	15	44%	6	18%	2	6%
	2007/2008	5	15%	9	27%	12	36%	3	9%	4	12%
	2008/2009	5	20%	7	28%	9	36%	2	8%	2	8%
	2009/2010	7	20%	12	34%	13	37%	3	9%	0	0%
White	2006/2007	100	31%	115	36%	86	27%	15	5%	4	1%
	2007/2008	70	26%	122	45%	64	24%	10	4%	3	1%
	2008/2009	108	40%	91	34%	56	21%	9	3%	4	1%
	2009/2010	102	42%	76	32%	48	20%	9	4%	6	2%
Economically Disadvantaged	2006/2007	1	6%	1	6%	7	41%	4	24%	4	24%
	2007/2008	0	0%	5	26%	9	47%	2	11%	3	16%
	2008/2009	4	25%	3	19%	4	25%	3	19%	2	13%
	2009/2010	3	14%	5	23%	10	45%	4	18%	0	0%

CST Chemistry											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	70	25%	83	30%	100	36%	18	7%	5	2%
	2007/2008	73	24%	124	40%	95	31%	14	5%	3	1%
	2008/2009	63	24%	105	41%	70	27%	15	6%	5	2%
	2009/2010	66	29%	95	42%	55	24%	11	5%	1	0%
10th	2006/2007	30	25%	46	38%	41	34%	3	2%	1	1%
	2007/2008	37	25%	72	49%	33	23%	3	2%	1	1%
	2008/2009	37	24%	75	48%	39	25%	4	3%	0	0%
	2009/2010	44	36%	56	46%	16	13%	5	4%	0	0%
11th	2006/2007	40	26%	37	24%	59	38%	15	10%	4	3%
	2007/2008	36	22%	52	32%	62	38%	11	7%	2	1%
	2008/2009	26	25%	30	29%	31	30%	11	11%	5	5%
	2009/2010	22	21%	39	36%	39	36%	6	6%	1	1%
Female	2006/2007	27	19%	44	30%	62	43%	9	6%	3	2%
	2007/2008	31	19%	60	37%	63	39%	5	3%	3	2%
	2008/2009	25	7%	62	42%	46	31%	11	7%	3	2%
	2009/2010	30	22%	58	42%	41	30%	8	6%	1	1%
Male	2006/2007	43	33%	39	30%	38	29%	9	7%	2	2%
	2007/2008	42	29%	64	44%	32	22%	9	6%	0	0%
	2008/2009	38	34%	43	39%	24	22%	4	4%	2	2%
	2009/2010	36	40%	37	41%	14	16%	3	3%	0	0%
English Learner	2006/2007	0	0%	0	0%	0	0%	0	0%	0	0%
	2007/2008	0	0%	1	100%	0	0%	0	0%	0	0%
	2008/2009	0	0%	0	0%	4	8%	1	20%	0	0%
	2009/2010	0	0%	1	33%	2	67%	0	0%	0	0%
Students with Disabilities	2006/2007	0	0%	0	0%	3	75%	0	0%	1	25%
	2007/2008	0	0%	0	0%	0	0%	0	0%	0	0%
	2008/2009	0	0%	0	0%	0	0%	0	0%	0	0%
	2009/2010	1	50%	0	0%	1	50%	0	0%	0	0%
Asian	2006/2007	12	35%	10	29%	10	29%	2	6%	0	0%
	2007/2008	11	28%	20	50%	8	20%	0	0%	1	3%
	2008/2009	12	29%	13	32%	14	34%	2	5%	0	0%
	2009/2010	12	35%	12	35%	10	29%	0	0%	0	0%
Black or African American	2006/2007	2	40%	1	20%	2	40%	0	0%	0	0%
	2007/2008	1	25%	1	25%	2	50%	0	0%	0	0%
	2008/2009	1	17%	1	17%	3	50%	1	17%	0	0%
	2009/2010	1	25%	1	25%	2	50%	0	0%	0	0%
Filipino	2006/2007	0	0%	4	67%	1	17%	1	17%	0	0%
	2007/2008	0	0%	2	33%	4	67%	0	0%	0	0%
	2008/2009	1	13%	4	50%	2	25%	1	13%	0	0%
	2009/2010	2	29%	3	43%	1	14%	1	14%	0	0%
Hispanic or Latino	2006/2007	2	18%	2	18%	4	36%	3	27%	0	0%
	2007/2008	1	11%	3	33%	4	44%	1	11%	0	0%
	2008/2009	1	11%	2	22%	5	55%	1	11%	0	0%
	2009/2010	2	13%	6	40%	4	27%	3	20%	0	0%
White	2006/2007	54	25%	66	30%	82	37%	12	5%	5	2%
	2007/2008	60	24%	97	39%	76	31%	13	5%	2	1%
	2008/2009	47	25%	85	45%	43	23%	10	5%	5	3%
	2009/2010	47	29%	72	45%	34	21%	6	4%	1	1%
Economically Disadvantaged	2006/2007	0	0%	0	0%	2	67%	1	33%	0	0%
	2007/2008	2	20%	1	10%	5	50%	1	10%	1	10%
	2008/2009	1	25%	0	0%	2	50%	1	25%	0	0%
	2009/2010	1	33%	1	33%	0	0%	1	33%	0	0%

CST Physics											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	29	37%	36	46%	13	16%	0	0%	1	1%
	2007/2008	26	36%	35	49%	11	15%	0	0%	0	0%
	2008/2009	40	59%	22	32%	6	9%	0	0%	0	0%
	2009/2010	36	69%	15	29%	1	2%	0	0%	0	0%
10th	2006/2007	5	45%	5	45%	1	9%	0	0%	0	0%
	2007/2008	5	63%	3	38%	0	0%	0	0%	0	0%
	2008/2009	5	50%	5	50%	0	0%	0	0%	0	0%
	2009/2010	2	40%	3	60%	0	0%	0	0%	0	0%
11th	2006/2007	24	35%	31	46%	12	18%	0	0%	1	1%
	2007/2008	21	33%	32	50%	11	17%	0	0%	0	0%
	2008/2009	35	60%	17	29%	6	10%	0	0%	0	0%
	2009/2010	34	72%	12	26%	1	2%	0	0%	0	0%
Female	2006/2007	9	20%	24	55%	10	23%	0	0%	1	2%
	2007/2008	10	34%	15	52%	4	14%	0	0%	0	0%
	2008/2009	19	54%	11	31%	5	14%	0	0%	0	0%
	2009/2010	14	67%	6	29%	1	5%	0	0%	0	0%
Male	2006/2007	20	57%	12	34%	3	9%	0	0%	0	0%
	2007/2008	16	37%	20	47%	7	16%	0	0%	0	0%
	2008/2009	21	64%	11	33%	1	3%	0	0%	0	0%
	2009/2010	22	71%	9	29%	0	0%	0	0%	0	0%
English Learner	2006/2007	1	33%	2	67%	0	0%	0	0%	0	0%
	2007/2008	1	24%	0	0%	3	75%	0	0%	0	0%
	2008/2009	1	100%	0	0%	0	0%	0	0%	0	0%
	2009/2010	0	0%	1	100%	0	0%	0	0%	0	0%
Students with Disabilities	2006/2007	0	0%	0	0%	0	0%	0	0%	0	0%
	2007/2008	0	0%	0	0%	0	0%	0	0%	0	0%
	2008/2009	1	100%	0	0%	0	0%	0	0%	0	0%
	2009/2010	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	2006/2007	6	46%	5	38%	2	15%	0	0%	0	0%
	2007/2008	5	38%	5	38%	3	23%	0	0%	0	0%
	2008/2009	12	80%	1	7%	2	13%	0	0%	0	0%
	2009/2010	4	80%	1	20%	0	0%	0	0%	0	0%
Black or African American	2006/2007	0	0%	1	50%	1	50%	0	0%	0	0%
	2007/2008	0	0%	0	0%	0	0%	0	0%	0	0%
	2008/2009	0	0%	0	0%	0	0%	0	0%	0	0%
	2009/2010	0	0%	0	0%	0	0%	0	0%	0	0%
Filipino	2006/2007	0	0%	0	0%	0	0%	0	0%	0	0%
	2007/2008	0	0%	2	100%	0	0%	0	0%	0	0%
	2008/2009	1	50%	1	50%	0	0%	0	0%	0	0%
	2009/2010	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2006/2007	1	20%	3	60%	1	20%	0	0%	0	0%
	2007/2008	0	0%	0	0%	1	100%	0	0%	0	0%
	2008/2009	1	25%	3	75%	0	0%	0	0%	0	0%
	2009/2010	2	67%	0	0%	1	33%	0	0%	0	0%
White	2006/2007	22	38%	27	47%	8	14%	0	0%	1	2%
	2007/2008	21	38%	28	50%	7	13%	0	0%	0	0%
	2008/2009	26	55%	17	36%	4	9%	0	0%	0	0%
	2009/2010	29	74%	10	26%	0	0%	0	0%	0	0%
Economically Disadvantaged	2006/2007	0	0%	1	50%	1	50%	0	0%	0	0%
	2007/2008	1	33%	0	0%	2	68%	0	0%	0	0%
	2008/2009	1	100%	0	0%	0	0%	0	0%	0	0%
	2009/2010	1	50%	1	50%	0	0%	0	0%	0	0%

CST Earth Science											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	5	7%	32	46%	24	34%	4	6%	5	7%
	2007/2008	9	13%	24	33%	31	43%	4	6%	4	6%
	2008/2009	7	9%	23	28%	37	45%	8	10%	7	9%
	2009/2010	21	20%	45	44%	28	27%	7	7%	2	2%
10th	2006/2007	0	0%	2	50%	2	50%	0	0%	0	0%
	2007/2008	0	0%	3	60%	2	40%	0	0%	0	0%
	2008/2009	1	25%	1	25%	1	25%	0	0%	1	25%
	2009/2010	2	33%	4	67%	0	0%	0	0%	0	0%
11th	2006/2007	5	8%	30	45%	22	33%	4	6%	5	8%
	2007/2008	9	13%	21	31%	29	43%	4	6%	4	6%
	2008/2009	6	8%	22	28%	36	46%	8	10%	6	8%
	2009/2010	19	20%	41	42%	28	29%	7	7%	2	2%
Female	2006/2007	2	6%	15	47%	13	41%	2	6%	0	0%
	2007/2008	1	4%	11	41%	13	48%	1	4%	1	4%
	2008/2009	1	3%	9	29%	18	58%	2	6%	1	3%
	2009/2010	7	15%	20	42%	17	35%	2	4%	2	4%
Male	2006/2007	3	8%	17	45%	11	29%	2	5%	5	13%
	2007/2008	8	18%	13	29%	18	40%	3	7%	3	7%
	2008/2009	6	12%	14	27%	19	37%	6	12%	6	12%
	2009/2010	14	25%	25	45%	1	20%	5	9%	0	0%
English Learner	2006/2007	0	0%	0	0%	1	50%	0	0%	1	50%
	2007/2008	0	0%	0	0%	0	0%	0	0%	1	100%
	2008/2009	0	0%	0	0%	2	100%	0	0%	0	0%
	2009/2010	0	0%	1	25%	1	25%	1	25%	1	25%
Students with Disabilities	2006/2007	1	7%	4	29%	6	43%	1	7%	2	14%
	2007/2008	1	9%	1	9%	6	55%	1	9%	2	18%
	2008/2009	1	11%	0	0%	6	67%	1	11%	1	11%
	2009/2010	1	8%	5	38%	5	38%	2	15%	0	0%
Asian	2006/2007	1	100%	0	0%	0	0%	0	0%	0	0%
	2007/2008	0	0%	4	40%	4	40%	0	0%	2	20%
	2008/2009	0	0%	1	33%	2	67%	0	0%	0	0%
	2009/2010	0	0%	3	100%	0	0%	0	0%	0	0%
Black or African American	2006/2007	0	0%	0	0%	1	100%	0	0%	0	0%
	2007/2008	0	0%	1	33%	1	33%	1	33%	0	0%
	2008/2009	0	0%	0	0%	0	0%	2	100%	0	0%
	2009/2010	1	50%	0	0%	1	50%	0	0%	0	0%
Filipino	2006/2007	0	0%	1	33%	1	33%	0	0%	1	33%
	2007/2008	0	0%	0	0%	1	100%	0	0%	0	0%
	2008/2009	0	0%	0	0%	0	0%	0	0%	0	0%
	2009/2010	0	0%	2	67%	1	33%	0	0%	0	0%
Hispanic or Latino	2006/2007	0	0%	1	14%	3	43%	1	14%	2	29%
	2007/2008	0	0%	1	13%	6	75%	1	13%	0	0%
	2008/2009	1	8%	3	23%	4	31%	2	15%	3	23%
	2009/2010	1	7%	6	43%	4	29%	2	14%	1	7%
White	2006/2007	4	7%	30	52%	19	33%	3	5%	2	3%
	2007/2008	9	18%	18	36%	19	38%	2	4%	2	4%
	2008/2009	6	9%	19	30%	31	48%	4	6%	4	6%
	2009/2010	19	24%	34	43%	20	25%	5	6%	1	1%
Economically Disadvantaged	2006/2007	0	0%	1	20%	2	40%	0	0%	2	40%
	2007/2008	0	0%	0	0%	2	50%	0	0%	2	50%
	2008/2009	0	0%	1	50%	1	50%	0	0%	0	0%
	2009/2010	1	13%	4	50%	2	25%	1	13%	0	0%

CST Life Science											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	128	32%	148	37%	83	21%	27	7%	18	4%
	2007/2008	145	39%	103	28%	65	18%	33	9%	12	6%
	2008/2009	174	46%	121	32%	58	15%	15	4%	14	4%
	2009/2010	138	44%	94	30%	56	18%	18	6%	10	3%
10th	2006/2007	128	32%	148	37%	83	21%	27	7%	18	4%
	2007/2008	145	39%	102	28%	65	18%	33	9%	12	6%
	2008/2009	174	46%	121	32%	58	15%	15	4%	14	4%
	2009/2010	138	44%	94	30%	56	18%	18	6%	10	3%
Female	2006/2007	54	29%	71	38%	45	24%	9	5%	8	4%
	2007/2008	67	39%	54	31%	36	21%	11	6%	5	3%
	2008/2009	87	41%	81	38%	34	16%	4	2%	8	4%
	2009/2010	71	44%	48	29%	31	19%	9	6%	4	2%
Male	2006/2007	74	34%	77	35%	38	18%	18	8%	10	5%
	2007/2008	78	40%	48	25%	29	15%	22	11%	18	9%
	2008/2009	87	52%	40	24%	24	14%	11	7%	6	4%
	2009/2010	67	44%	46	30%	25	16%	9	6%	6	4%
English Learner	2006/2007	0	0%	0	0%	5	28%	4	22%	9	50%
	2007/2008	2	15%	1	8%	2	15%	3	23%	5	38%
	2008/2009	0	0%	1	5%	7	35%	4	20%	8	40%
	2009/2010	2	13%	1	6%	7	44%	5	31%	1	6%
Students with Disabilities	2006/2007	0	0%	6	22%	6	22%	9	33%	6	22%
	2007/2008	1	7%	1	7%	3	20%	6	40%	4	27%
	2008/2009	4	21%	3	16%	8	42%	3	16%	1	5%
	2009/2010	1	5%	4	20%	8	40%	4	20%	3	15%
Asian	2006/2007	17	34%	15	30%	11	22%	3	6%	4	8%
	2007/2008	23	51%	14	31%	4	9%	1	2%	3	7%
	2008/2009	18	44%	12	29%	8	20%	1	2%	2	5%
	2009/2010	16	44%	11	31%	6	17%	2	6%	1	3%
Black or African American	2006/2007	1	7%	5	36%	6	43%	1	7%	1	7%
	2007/2008	2	22%	0	0%	4	44%	1	11%	2	22%
	2008/2009	4	44%	2	22%	2	22%	1	11%	0	0%
	2009/2010	3	27%	4	36%	3	27%	1	9%	0	0%
Filipino	2006/2007	2	20%	3	30%	4	40%	1	10%	0	0%
	2007/2008	3	43%	4	57%	0	0%	0	0%	0	0%
	2008/2009	5	31%	5	31%	5	31%	1	6%	0	0%
	2009/2010	4	44%	4	44%	1	11%	0	0%	0	0%
Hispanic or Latino	2006/2007	2	7%	8	28%	9	31%	4	14%	6	21%
	2007/2008	3	11%	6	22%	6	22%	6	22%	6	22%
	2008/2009	8	24%	12	35%	6	18%	3	9%	5	15%
	2009/2010	12	33%	4	11%	15	42%	5	14%	0	0%
White	2006/2007	105	35%	114	38%	53	18%	18	6%	7	2%
	2007/2008	112	41%	77	28%	51	18%	21	9%	12	4%
	2008/2009	138	49%	89	32%	36	13%	9	3%	7	3%
	2009/2010	97	46%	69	32%	28	13%	10	5%	9	4%
Economically Disadvantaged	2006/2007	0	0%	2	11%	7	93%	4	22%	5	28%
	2007/2008	1	6%	6	33%	3	17%	6	33%	2	11%
	2008/2009	4	27%	2	13%	4	27%	2	13%	3	20%
	2009/2010	1	5%	8	40%	7	35%	4	20%	0	0%

CST Algebra 1											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	0	0%	42	14%	90	31%	121	42%	37	13%
	2007/2008	1	0%	46	17%	97	36%	98	39%	26	10%
	2008/2009	11	4%	49	19%	82	32%	86	33%	31	12%
	2009/2010	2	1%	68	24%	100	35%	86	30%	29	10%
9th	2006/2007	0	0%	35	18%	63	33%	70	36%	25	13%
	2007/2008	1	1%	41	23%	67	38%	54	31%	12	7%
	2008/2009	11	6%	38	22%	56	32%	47	27%	22	13%
	2009/2010	1	1%	50	26%	73	38%	52	27%	18	9%
10th	2006/2007	0	0%	7	10%	19	26%	40	55%	7	10%
	2007/2008	0	0%	2	3%	23	32%	35	49%	11	15%
	2008/2009	0	0%	11	17%	22	33%	27	41%	6	9%
	2009/2010	1	1%	16	22%	22	30%	28	38%	7	9%
11th	2006/2007	0	0%	0	0%	8	33%	11	46%	5	21%
	2007/2008	0	0%	3	14%	7	32%	9	41%	3	14%
	2008/2009	0	0%	0	0%	4	21%	12	63%	3	16%
	2009/2010	0	0%	2	12%	5	29%	6	35%	4	24%
Female	2006/2007	0	0%	15	13%	38	33%	46	40%	15	13%
	2007/2008	0	0%	26	21%	42	35%	40	33%	13	11%
	2008/2009	6	5%	26	21%	39	31%	42	34%	11	9%
	2009/2010	2	1%	37	27%	46	34%	38	28%	12	9%
Male	2006/2007	0	0%	27	15%	52	30%	75	43%	22	13%
	2007/2008	1	1%	20	14%	55	37%	58	39%	13	9%
	2008/2009	5	4%	23	17%	43	32%	44	33%	20	15%
	2009/2010	0	0%	31	21%	54	36%	48	32%	17	11%
English Learner	2006/2007	0	0%	3	10%	4	14%	13	45%	9	31%
	2007/2008	0	0%	4	14%	5	17%	11	38%	9	31%
	2008/2009	2	6%	4	12%	4	12%	19	56%	5	15%
	2009/2010	0	0%	5	14%	10	27%	17	46%	5	14%
Students with Disabilities	2006/2007	0	0%	1	2%	10	19%	31	57%	12	22%
	2007/2008	0	0%	2	8%	3	9%	16	46%	14	40%
	2008/2009	0	0%	6	14%	11	25%	14	32%	13	30%
	2009/2010	0	0%	3	7%	6	14%	17	40%	16	38%
Asian	2006/2007	0	0%	6	29%	6	29%	8	38%	1	5%
	2007/2008	0	0%	9	38%	10	42%	4	17%	1	4%
	2008/2009	5	28%	4	22%	6	33%	3	17%	0	0%
	2009/2010	0	0%	6	35%	8	47%	3	18%	0	0%
Black or African American	2006/2007	0	0%	1	7%	5	33%	4	27%	2	33%
	2007/2008	0	0%	0	0%	8	62%	2	15%	3	23%
	2008/2009	0	0%	2	13%	2	13%	7	47%	4	27%
	2009/2010	0	0%	1	8%	4	33%	7	58%	0	0%
Filipino	2006/2007	0	0%	1	20%	2	40%	2	40%	0	0%
	2007/2008	0	0%	2	33%	2	33%	2	33%	0	0%
	2008/2009	0	0%	0	0%	5	63%	2	25%	1	13%
	2009/2010	0	0%	2	50%	1	25%	1	25%	0	0%
Hispanic or Latino	2006/2007	0	0%	2	4%	11	20%	31	57%	10	19%
	2007/2008	0	0%	2	5%	13	31%	20	48%	7	17%
	2008/2009	0	0%	4	8%	14	29%	25	52%	5	10%
	2009/2010	0	0%	9	14%	23	35%	26	39%	8	12%
White	2006/2007	0	0%	30	16%	34	34%	75	39%	21	11%
	2007/2008	1	1%	33	18%	62	34%	70	39%	14	8%
	2008/2009	5	3%	38	23%	55	33%	49	29%	21	13%
	2009/2010	2	1%	45	28%	54	34%	43	27%	17	11%
Economically Disadvantaged	2006/2007	0	0%	4	15%	2	8%	11	42%	9	35%
	2007/2008	0	0%	3	11%	8	29%	13	46%	4	14%
	2008/2009	2	6%	6	18%	8	24%	14	41%	4	12%
	2009/2010	0	0%	6	14%	13	30%	19	44%	5	12%

CST Algebra 1											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
Pre Algebra	2006/2007	0	0%	0	0%	2	8%	11	44%	12	48%
	2007/2008	0	0%	0	0%	1	6%	12	67%	5	28%
	2008/2009	0	0%	0	0%	2	7%	13	46%	13	46%
	2009/2010	0	0%	0	0%	1	5%	13	68%	5	26%
Algebra A	2006/2007	0	0%	2	3%	10	16%	37	61%	12	20%
	2007/2008	0	0%	0	0%	20	34%	29	49%	10	17%
	2008/2009	0	0%	0	0%	21	33%	30	48%	12	19%
	2009/2010	0	0%	1	1%	27	34%	35	44%	16	20%
Algebra B	2006/2007	0	0%	2	11%	6	32%	8	42%	3	16%
	2007/2008	0	0%	2	7%	11	37%	14	47%	3	10%
	2008/2009	0	0%	4	12%	15	45%	13	39%	1	3%
	2009/2010	1	2%	14	34%	10	24%	13	32%	3	8%

CST Geometry											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	52	16%	101	30%	122	37%	50	15%	8	2%
	2007/2008	73	23%	96	31%	83	27%	49	16%	12	4%
	2008/2009	58	20%	127	43%	64	22%	43	14%	5	2%
	2009/2010	52	17%	127	42%	88	29%	31	10%	3	1%
9th	2006/2007	52	28%	77	41%	53	28%	5	3%	1	1%
	2007/2008	67	35%	72	38%	41	22%	9	5%	0	0%
	2008/2009	56	37%	71	43%	25	16%	1	1%	0	0%
	2009/2010	49	27%	99	55%	29	16%	2	1%	0	0%
10th	2006/2007	0	0%	21	18%	59	50%	36	30%	3	3%
	2007/2008	4	4%	22	22%	35	35%	33	33%	7	7%
	2008/2009	2	2%	51	46%	31	28%	26	24%	0	0%
	2009/2010	3	4%	24	29%	40	48%	15	18%	1	1%
11th	2006/2007	0	0%	3	12%	10	38%	9	35%	4	15%
	2007/2008	2	9%	2	9%	7	30%	7	30%	5	22%
	2008/2009	0	0%	5	15%	8	24%	16	47%	5	15%
	2009/2010	0	0%	4	10%	19	49%	14	36%	2	5%
Female	2006/2007	29	17%	47	27%	64	37%	29	17%	4	2%
	2007/2008	39	24%	46	28%	53	32%	25	15%	2	1%
	2008/2009	27	18%	69	45%	19	19%	28	18%	1	1%
	2009/2010	16	12%	57	43%	41	31%	17	13%	3	2%
Male	2006/2007	23	14%	4	34%	58	36%	21	13%	4	3%
	2007/2008	34	23%	50	34%	30	20%	24	16%	10	7%
	2008/2009	31	22%	58	41%	35	24%	15	10%	4	3%
	2009/2010	36	22%	70	42%	47	28%	14	8%	0	0%
English Learner	2006/2007	0	0%	0	0%	0	0%	3	75%	1	25%
	2007/2008	1	14%	2	29%	3	43%	1	14%	0	0%
	2008/2009	1	50%	0	0%	0	0%	1	50%	0	0%
	2009/2010	0	0%	3	75%	0	0%	0	0%	1	25%
Students with Disabilities	2006/2007	0	0%	0	0%	2	25%	5	63%	1	13%
	2007/2008	0	0%	1	14%	1	14%	2	29%	3	43%
	2008/2009	1	17%	2	33%	1	17%	1	17%	1	17%
	2009/2010	1	9%	0	0%	2	18%	8	73%	0	0%
Asian	2006/2007	13	43%	14	37%	9	24%	0	0%	2	5%
	2007/2008	15	44%	10	29%	7	21%	2	6%	0	0%
	2008/2009	8	24%	16	48%	5	15%	4	12%	0	0%
	2009/2010	4	14%	16	57%	5	18%	2	7%	1	4%
Black or African American	2006/2007	0	0%	0	0%	2	50%	2	50%	0	0%
	2007/2008	2	25%	0	0%	4	50%	1	13%	1	13%
	2008/2009	1	10%	4	40%	0	0%	4	40%	1	10%
	2009/2010	0	0%	3	43%	1	14%	3	43%	0	0%
Filipino	2006/2007	0	0%	2	18%	4	36%	4	36%	1	9%
	2007/2008	2	22%	2	22%	3	33%	1	11%	1	11%
	2008/2009	0	0%	6	55%	5	45%	0	0%	0	0%
	2009/2010	0	0%	1	14%	3	43%	3	43%	0	0%
Hispanic or Latino	2006/2007	0	0%	7	41%	5	29%	2	12%	3	18%
	2007/2008	3	13%	4	17%	6	26%	7	30%	3	13%
	2008/2009	0	0%	9	45%	6	30%	3	15%	2	10%
	2009/2010	2	9%	4	18%	12	55%	3	14%	1	5%
White	2006/2007	39	15%	78	30%	101	39%	41	16%	6	3%
	2007/2008	51	22%	78	33%	62	26%	37	16%	6	3%
	2008/2009	49	22%	91	41%	48	22%	31	14%	2	1%
	2009/2010	42	19%	95	43%	66	30%	18	8%	1	0%
Economically Disadvantaged	2006/2007	0	0%	1	17%	2	33%	1	17%	2	33%
	2007/2008	0	0%	3	60%	2	40%	0	0%	0	0%
	2008/2009	1	11%	5	55%	0	0%	3	33%	0	0%
	2009/2010	1	8%	6	50%	3	25%	2	17%	0	0%

CST Algebra 2											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	24	8%	67	22%	112	36%	77	25%	27	9%
	2007/2008	22	8%	75	26%	90	31%	76	27%	23	8%
	2008/2009	20	7%	82	28%	104	36%	57	20%	25	9%
	2009/2010	43	17%	68	26%	79	30%	54	21%	16	6%
9th	2006/2007	1	33%	2	34%	0	0%	0	0%	0	0%
	2007/2008	1	25%	1	25%	2	50%	0	0%	0	0%
	2008/2009	2	50%	0	0%	2	50%	0	0%	0	0%
	2009/2010	1	25%	3	75%	0	0%	0	0%	0	0%
10th	2006/2007	23	11%	59	29%	82	40%	37	18%	6	3%
	2007/2008	21	11%	63	34%	61	33%	36	19%	6	3%
	2008/2009	17	8%	77	38%	78	38%	24	12%	7	3%
	2009/2010	42	27%	56	36%	41	27%	14	9%	1	1%
11th	2006/2007	0	0%	6	6%	30	31%	40	41%	21	22%
	2007/2008	0	0%	11	12%	27	28%	40	42%	17	18%
	2008/2009	1	1%	5	6%	24	30%	33	41%	18	22%
	2009/2010	0	0%	9	9%	38	37%	40	39%	15	15%
Female	2006/2007	11	7%	33	21%	58	36%	39	25%	18	11%
	2007/2008	10	6%	41	26%	48	31%	48	31%	9	6%
	2008/2009	12	7%	40	24%	64	39%	37	2%	13	8%
	2009/2010	25	17%	36	25%	43	30%	30	21%	10	7%
Male	2006/2007	13	9%	34	23%	54	36%	38	26%	9	6%
	2007/2008	12	9%	34	26%	42	32%	28	22%	14	11%
	2008/2009	8	7%	42	34%	40	33%	20	16%	12	10%
	2009/2010	18	16%	32	28%	36	31%	24	21%	6	5%
English Learner	2006/2007	1	9%	4	36%	4	36%	2	18%	0	0%
	2007/2008	2	18%	0	0%	5	45%	2	18%	2	18%
	2008/2009	0	0%	3	33%	4	44%	0	0%	2	22%
	2009/2010	2	20%	3	30%	3	30%	1	10%	1	10%
Students with Disabilities	2006/2007	0	0%	0	0%	0	0%	4	57%	3	43%
	2007/2008	0	0%	0	0%	1	33%	1	33%	1	33%
	2008/2009	0	0%	0	0%	0	0%	1	100%	0	0%
	2009/2010	1	33%	0	0%	1	33%	1	33%	0	0%
Asian	2006/2007	8	18%	9	20%	15	34%	11	25%	1	2%
	2007/2008	8	24%	14	37%	6	16%	9	24%	1	3%
	2008/2009	7	19%	16	43%	10	27%	4	11%	0	0%
	2009/2010	10	33%	10	33%	7	23%	3	10%	0	0%
Black or African American	2006/2007	0	0%	1	17%	3	50%	1	17%	1	17%
	2007/2008	0	0%	0	0%	1	50%	1	50%	0	0%
	2008/2009	0	0%	1	17%	2	33%	2	33%	1	17%
	2009/2010	0	0%	2	40%	1	20%	2	40%	0	0%
Filipino	2006/2007	1	20%	0	0%	1	20%	2	40%	1	20%
	2007/2008	0	0%	2	22%	3	33%	2	22%	2	22%
	2008/2009	0	0%	5	38%	2	15%	4	31%	2	15%
	2009/2010	1	13%	3	38%	1	13%	3	38%	0	0%
Hispanic or Latino	2006/2007	0	0%	0	0%	4	40%	4	40%	2	20%
	2007/2008	0	0%	5	38%	2	15%	4	31%	2	15%
	2008/2009	1	7%	3	20%	4	27%	3	20%	4	27%
	2009/2010	0	0%	7	29%	4	17%	9	38%	4	17%
White	2006/2007	15	6%	57	24%	87	36%	59	25%	22	9%
	2007/2008	14	6%	54	24%	76	34%	60	27%	18	8%
	2008/2009	12	6%	56	26%	85	40%	41	19%	18	8%
	2009/2010	30	16%	44	24%	64	35%	34	19%	11	6%
Economically Disadvantaged	2006/2007	0	0%	4	44%	1	11%	4	44%	0	0%
	2007/2008	1	9%	0	0%	4	36%	3	27%	3	27%
	2008/2009	0	0%	0	0%	4	100%	0	0%	0	0%
	2009/2010	0	0%	1	8%	4	33%	7	58%	0	0%

CST Summative Math											
	School Year	Level 5 - Advanced		Level 4 - Proficient		Level 3 - Basic		Level 2 - Below Basic		Level 1 - Far Below Basic	
All Students	2006/2007	30	15%	59	29%	66	33%	41	20%	7	3%
	2007/2008	26	13%	70	35%	66	33%	35	18%	3	2%
	2008/2009	20	12%	66	39%	54	32%	26	15%	4	2%
	2009/2010	33	18%	64	34%	59	32%	28	15%	2	1%
10th	2006/2007	0	0%	2	100%	0	0%	0	0%	0	0%
	2007/2008	0	0%	1	50%	1	50%	0	0%	0	0%
	2008/2009	0	0%	1	25%	2	50%	1	25%	0	0%
	2009/2010	2	100%	0	0%	0	0%	0	0%	0	0%
11th	2006/2007	30	15%	57	28%	66	33%	41	20%	7	3%
	2007/2008	26	13%	69	35%	65	33%	35	18%	3	2%
	2008/2009	20	12%	35	39%	52	31%	25	15%	4	2%
	2009/2010	31	17%	64	35%	59	32%	28	15%	2	1%
Female	2006/2007	14	13%	25	23%	43	40%	23	21%	3	3%
	2007/2008	13	14%	28	29%	35	36%	19	20%	1	1%
	2008/2009	9	10%	29	31%	32	34%	20	22%	3	3%
	2009/2010	16	14%	34	31%	39	35%	21	19%	1	1%
Male	2006/2007	16	17%	34	36%	23	24%	18	19%	4	4%
	2007/2008	13	13%	42	40%	31	30%	16	15%	2	2%
	2008/2009	11	14%	37	48%	22	29%	6	8%	1	1%
	2009/2010	17	23%	30	40%	20	27%	7	9%	1	1%
English Learner	2006/2007	1	33%	1	33%	1	33%	0	0%	0	0%
	2007/2008	0	0%	2	67%	1	33%	0	0%	0	0%
	2008/2009	1	14%	2	29%	2	29%	2	29%	0	0%
	2009/2010	0	0%	2	33%	4	67%	0	0%	0	0%
Students with Disabilities	2006/2007	0	0%	0	0%	0	0%	2	50%	2	50%
	2007/2008	0	0%	0	0%	0	0%	0	0%	0	0%
	2008/2009	0	0%	1	100%	0	0%	0	0%	0	0%
	2009/2010	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	2006/2007	8	28%	13	45%	5	17%	3	10%	0	0%
	2007/2008	8	21%	14	37%	9	24%	7	18%	0	0%
	2008/2009	8	24%	13	39%	9	27%	3	9%	0	0%
	2009/2010	7	25%	10	36%	7	25%	4	14%	0	0%
Black or African American	2006/2007	1	25%	0	0%	2	50%	1	25%	0	0%
	2007/2008	0	0%	1	20%	3	60%	1	20%	0	0%
	2008/2009	0	0%	0	0%	0	0%	1	100%	0	0%
	2009/2010	0	0%	1	100%	0	0%	0	0%	0	0%
Filipino	2006/2007	1	33%	1	33%	0	0%	1	33%	0	0%
	2007/2008	0	0%	2	67%	0	0%	1	33%	0	0%
	2008/2009	0	0%	1	50%	0	0%	1	50%	0	0%
	2009/2010	0	0%	2	33%	2	33%	0	0%	2	33%
Hispanic or Latino	2006/2007	0	0%	5	50%	3	30%	1	10%	1	10%
	2007/2008	0	0%	0	0%	2	100%	0	0%	0	0%
	2008/2009	0	0%	2	40%	1	20%	1	20%	1	20%
	2009/2010	1	11%	3	33%	2	22%	3	33%	0	0%
White	2006/2007	20	13%	40	26%	55	35%	34	22%	6	4%
	2007/2008	18	12%	52	35%	51	34%	26	17%	3	2%
	2008/2009	12	9%	50	39%	44	34%	20	16%	3	2%
	2009/2010	24	18%	43	33%	46	35%	19	14%	0	0%
Economically Disadvantaged	2006/2007	0	0%	0	0%	2	50%	1	25%	1	25%
	2007/2008	0	0%	4	67%	0	0%	2	33%	0	0%
	2008/2009	2	50%	0	0%	2	50%	0	0%	0	0%
	2009/2010	0	0%	3	75%	1	25%	0	0%	0	0%

Early Assessment Program (EAP)

The EAP test is offered to juniors who plan to attend a California State University college. Part of the EAP test is given during the CST test. Students who opt to take the test are tested for college readiness in English and Math. The table below shows number of students tested and "readiness for college" based on their scores in each subject area. Students who are "Ready" are prepared for college level math courses at the time they took the EAP exam. Students who are "Conditionally Ready" must take an Algebra 2 or higher course their senior year and pass the course with a "C" or better to be ready for college math classes.

English	*2006*	*2007*	*2008*	*2009*	*2010*
#Tested	**66**	**77**	**105**	**96**	**81**
English - % Ready	56	70	57	56	72
English - % Not Ready	44	30	43	44	28
Math	**2006**	**2007**	**2008**	**2009**	**2010**
#Tested	**104**	**128**	**124**	**130**	**104**
Math - % Ready	8	16	16	11	17
% Ready Conditionally	60	63	55	62	54
% Not Ready	33	22	29	27	29

California High School Exit Exam (CAHSEE)

Ninety-nine percent of seniors passed the California High School exit Exam by the first semester of 2009. The table below is the student results for the Class of 2012 taken February 2010.

CAHSEE	Mathematics				English			
	Pass	**%**	**Fail**	**%**	**Pass**	**%**	**Fail**	**%**
All Students	308	95%	16	5%	306	95%	16	5%
Female	156	95%	9	5%	158	96%	6	4%
Male	152	96%	7	4%	148	94%	10	6%
English Learner	11	65%	6	35%	8	50%	8	50%
Special Education	10	53%	9	47%	13	68%	6	32%
Asian	33	97%	1	3%	31	91%	3	9%
African American	13	93%	1	7%	13	93%	1	7%
Hispanic or Latino	32	84%	6	16%	34	92%	3	8%
White	208	97%	6	3%	207	97%	6	3%
Economically Disadvantaged	15	83%	3	17%	15	88%	2	12%

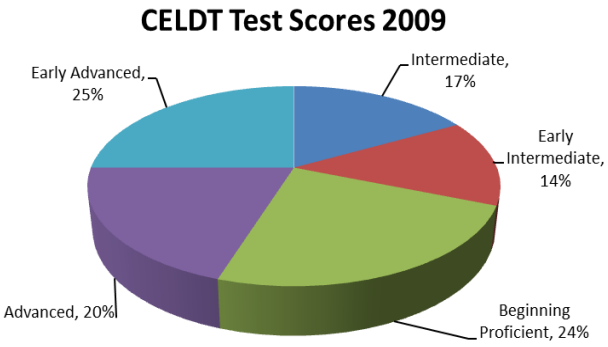
California English Language Development Test (CELDT) Performance Results

During the 2009-2010 school year, 84 students took the CELDT exam. Of these, 55% of the students scored at Early Advanced or above; 45% scored at Intermediate and below.

CELDT Test Scores 2006-2010

CELDT Scores											
	School Year	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
All students	2006/2007	0	0%	11	19%	20	34%	14	24%	13	22%
	2007/2008	9	11%	22	26%	22	26%	19	23%	12	14%
	2008/2009	17	20%	22	25%	15	17%	12	14%	21	24%
	2009/2010	22	26%	24	29%	17	20%	12	14%	9	11%
9th	2006/2007	0	0%	1	8%	5	38%	2	15%	5	38%
	2007/2008	6	20%	10	33%	4	13%	4	13%	6	20%
	2008/2009	8	35%	3	13%	3	13%	2	9%	7	30%
	2009/2010	9	35%	7	27%	4	20%	7	35%	6	33%
10th	2006/2007	0	0%	5	31%	2	13%	3	19%	6	38%
	2007/2008	2	9%	3	13%	7	30%	6	26%	5	22%
	2008/2009	3	10%	10	34%	5	17%	3	10%	8	28%
	2009/2010	6	30%	4	20%	2	10%	3	15%	5	25%
11th	2006/2007	0	0%	3	20%	4	27%	6	40%	2	13%
	2007/2008	0	0%	6	26%	7	30%	9	39%	1	4%
	2008/2009	3	17%	2	11%	5	28%	5	28%	3	17%
	2009/2010	4	20%	7	35%	5	25%	3	15%	1	5%
12th	2006/2007	0	0%	2	14%	9	64%	3	21%	0	0%
	2007/2008	1	13%	3	38%	4	50%	0	0%	0	0%
	2008/2009	3	18%	7	41%	2	12%	2	12%	3	18%
	2009/2010	3	17%	6	33%	7	39%	2	11%	0	0%

The CELDT data above drives our EL goals and Critical Academic Needs as well as indicates that these groups of students are lacking essential academic literacy skills. The site for the Acalanes Union High School District's entire ELD program and population, Las Lomas has the responsibility of teaching our limited English proficiency students the skills they need to be successful and take advantage of our challenging curriculum. While SDAIE classes in English and Social Studies have been in place for years, and SDAIE Biology started during the 2010-2011 school year, we need to expand out SDAIE course selection to include math classes to meet the broader academic needs of our EL population.



College SAT and ACT Results

SAT Results

Annually, more than half the junior class takes the SAT exam. Our students earn high SAT scores, as evidenced by a mean score in Critical Reading of 584 compared to a state mean of 501; a Mathematics score of 591 compared the state mean of 516, and Writing scores of 583 compared with the state mean of 500.

2010 SAT Scores – Comparisons

	Number Tested	*Critical Reading Average*	*Math Average*	*Writing Average*	*Composite Score*
Las Lomas High School	225	584	591	583	1758
District	1085	601	616	613	1830
Statewide	210,926	501	516	500	1517
Nation	1,547,990	501	516	492	1509

In 2010, all scores increased from 2009. Critical reading scores increased from 557 to 584. The Math scores increased from 579 to 591. Writing scores increased 562 to 583. The number of students who took the SAT decreased from 272 in 2009 to 225 in 2010.

SAT Scores – Five Year Trends

	2006	*2007*	*2008*	*2009*	*2010*
Critical Reading	**563**	**553**	**564**	**557**	**584**
Math	**585**	**571**	**577**	**579**	**591**
Writing	**571**	**553**	**572**	**562**	**583**

Advanced Placement

We are very proud of our Advanced Placement program here at Las Lomas. Not only do we offer a wide variety of AP courses but also our students are successful. In 2010, 408 students took 699 Advanced placement tests with 83% scoring three or higher

AP Scores Biology					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	4	11	6	13	9
4	6	2	4	9	8
3	1	3	1	9	0
2	1	3	2	7	1
1	12	4	4	7	3
Total	**14**	**23**	**17**	**45**	**21**

AP Scores Chemistry					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	6	7	6	6	2
4	0	13	13	10	4
3	10	18	21	11	16
2	6	9	9	9	12
1	0	3	13	7	13
Total	**14**	**23**	**17**	**45**	**47**

AP Scores Physics B					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	2	5	5	7	5
4	8	6	6	6	10
3	8	6	12	6	13
2	1	4	3	1	2
1	2	2	0	0	0
Total	**21**	**23**	**26**	**20**	**30**

AP Scores Calculus AB					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	25	29	41	41	31
4	30	24	30	26	17
3	27	13	15	16	15
2	17	8	7	14	10
1	6	17	4	7	5
Total	**105**	**91**	**97**	**104**	**78**

AP Scores Calculus BC					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	9	17	22	25	26
4	7	4	8	1	4
3	11	1	5	4	6
2	1	0	1	1	0
1	0	0	0	1	1
Total	**28**	**22**	**36**	**37**	**37**

AP Scores Statistics					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	1	7	1	7	1
4	8	2	2	9	3
3	5	8	3	8	8
2	6	3	3	2	2
1	2	1	1	2	1
Total	**22**	**13**	**10**	**28**	**15**

AP Scores English Language					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	1	6	5	9	11
4	5	3	3	5	8
3	6	4	2	2	10
2	0	0	1	0	1
1	0	0	0	0	0
Total	**12**	**13**	**11**	**16**	**30**

AP Scores English Literature					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	3	8	12	20	6
4	34	19	22	21	24
3	15	7	12	16	13
2	1	6	3	2	3
1	0	0	0	0	0
Total	**53**	**40**	**49**	**59**	**46**

AP Scores Human Geography					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	--	22	5	32	32
4	--	11	13	22	21
3	--	7	3	16	16
2	--	1	0	7	6
1	--	0	0	1	4
Total	**--**	**41**	**21**	**78**	**79**

AP Scores Psychology					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	0	2	3	4	2
4	8	5	6	7	12
3	9	3	4	5	11
2	1	1	1	1	1
1	1	0	1	1	1
Total	**19**	**11**	**15**	**18**	**27**

AP Scores Music Theory					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	2	3	0	4	1
4	7	2	8	4	0
3	4	3	3	1	3
2	0	3	0	1	4
1	0	1	0	0	0
Total	**13**	**12**	**11**	**10**	**8**

AP Scores Studio Art Drawing					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	1	0	2	0	4
4	2	1	3	4	3
3	8	3	10	9	5
2	7	5	6	10	4
1	1	0	0	0	0
Total	**19**	**9**	**21**	**23**	**16**

AP Scores French Language					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	0	1	2	1	2
4	2	5	4	3	4
3	5	4	7	7	5
2	3	2	0	3	0
1	0	0	1	0	0
Total	**10**	**12**	**14**	**14**	**11**

AP Scores French Literature					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	1	0	0	2	--
4	0	1	0	0	--
3	1	1	2	0	--
2	4	0	1	3	--
1	0	0	0	0	--
Total	**6**	**2**	**3**	**5**	**--**

AP Scores Japanese Language					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	--	--	--	0	--
4	--	--	--	0	--
3	--	--	--	1	--
2	--	--	--	1	--
1	--	--	--	2	--
Total	**--**	**--**	**--**	**4**	**--**

AP Scores Spanish Language					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	10	8	9	11	13
4	6	14	11	12	8
3	6	4	5	5	3
2	0	1	0	0	2
1	0	1	0	0	0
Total	**22**	**28**	**27**	**30**	**26**

AP Scores World History					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	--	2	0	1	1
4	--	0	0	0	0
3	--	0	0	1	0
2	--	0	1	0	0
1	--	0	0	0	0
Total	--	**2**	**1**	**2**	**1**

AP Scores U.S. History					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	21	15	19	19	20
4	21	32	28	36	35
3	17	27	34	39	35
2	12	12	23	18	18
1	4	5	2	6	4
Total	**75**	**91**	**106**	**118**	**112**

AP Scores European History					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	9	26	11	11	7
4	21	23	23	28	18
3	29	38	42	24	22
2	8	9	12	4	6
1	1	7	11	6	6
Total	**68**	**103**	**99**	**73**	**59**

AP Scores U.S. Government and Politics					
Score	**2006**	**2007**	**2008**	**2009**	**2010**
5	5	4	11	13	10
4	17	10	10	16	12
3	20	15	14	6	21
2	7	15	2	4	4
1	0	1	0	0	2
Total	**49**	**45**	**37**	**39**	**49**

AP Scores Spring 2010		
Score	**TOTAL**	**Percentage**
5	187	26.9
4	193	27.8
3	204	29.4
2	76	10.9
1	35	5.0
Total	**695**	**100.0**

Algebra 1 Enrollment by Grade Level				
	2006/2007	2007/2008	2008/2009	2009/2010
9th	117	124	103	117
10th	44	38	19	14
11th	11	6	3	1
12th	0	1	1	0

9th Graders Enrolled in Courses Below Algebra 1								
	2006/2007		2007/2008		2008/2009		2009/2010	
Pre Algebra	24	6%	14	4%	24	7%	22	6%
Algebra A	51	13%	47	12%	50	14%	53	14%
Algebra B	0	0%	0	0%	1	0%	3	1%

Report Card Analysis D's and F's												
	Spring 2009				Fall 2009				Spring 2010			
	D's		F's		D's		F's		D's		F's	
9th	145	7%	77	3%	133	6%	68	3%	127	5%	85	4%
10th	165	7%	73	3%	136	6%	79	4%	141	7%	75	3%
11th	151	7%	59	3%	160	7%	46	2%	142	6%	61	3%
12th	141	7%	33	2%	139	7%	32	2%	126	7%	20	1%

2010 – 2011

Number of Students Enrolled in all Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
9844	7609	77%

The percentage of students enrolled in courses required for UC and CSU admission is calculated by dividing the total number of students in courses required by the total number of students in all courses for the most recent year.

Class of 2010

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
330	210	64%

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Completion Rates:

Number of entering freshmen compared with exiting seniors

Graduation Year	*2006*	*2007*	*2008*	*2009*	*2010*
Entering Freshmen	**416**	**389**	**387**	**336**	**377**
Graduating Seniors	**385**	**336**	**364**	**365**	**330**
Graduation Rate	**98%**	**97%**	**98%**	**98%**	**99%**

Graduation Year	*2006*	*2007*	*2008*	*2009*	*2010*
Enrollment	**1636**	**1567**	**1581**	**1509**	**1430**
Number of Dropouts	**6**	**9**	**9**	**6**	**6**
Dropout Rate	**.4%**	**.6%**	**.6%**	**.4%**	**.4%**

Post Enrollment Data:

A total of 492 Las Lomas graduates attended Diablo Valley College between 2005-2009. The number of graduates attending DVC fluctuated from a low of 84 students in 2008 to a high of 108 students in 2005. The number of Las Lomas graduates attending DVC in fall 2009 increased over the number enrolled in 2007-2008 (Diablo Valley College).

Graduates	Attending Two or Four Year College	Attending UC	Attending CSU	Attending Community Colleges	Attending Private or Out of State University	In Workforce or Military
2006	97%	21%	22%	37%	17%	3%
2007	98%	14%	23%	24%	22%	2%
2008	96%	16%	24%	39%	23%	4%
2009	98%	16%	24%	39%	19%	2%
2010	98%	16%	18%	37%	27%	2%

Part III. Process and Perception Data

Staff Survey – Fall 2009 (Survey in Appendix)

In November of 2009, the Las Lomas staff participated in a survey in multiple-choice format. It was administered electronically on November 22, 2009 and consisted of 100 questions. Questions were divided into Focus Group categories from Chapter IV of the Self Study report. A total of 80 surveys were returned out of 115 Staff. The staff was also invited to make their own narrative comments at the end of the survey, although only a few chose to do so. Below is a summary of the survey results. The survey itself can be found in the appendix to this document.

SUMMARY OF FINDINGS:

The Staff Survey consisted of 81 Questions in multiple-choice format. The Staff Leadership Team developed the survey and the previous survey, administered in 2004, was used as a template. In general, the Las Lomas Staff Survey results were very positive. The staff's happiness and comfort well outweighed their concerns in most areas.

Vision, Purpose and Culture

Las Lomas High School has more staff hired in the last six to ten years than veteran staff. Although there were many retirements in 2005-2008, few staff retired in 2009 and 2010. We have a very supportive community and morale is generally high among the staff and students. Only 6% of staff surveyed did not feel staff morale was moderate to high, and only 1% felt that student morale was not high. The staff is generally happy with the overall school environment from the school grounds to the comfort and safety of the school, with 99% of staff surveyed reporting that the school environment is safe and promotes learning. There is concern about the lack of respect that some students show for school property (i.e. trash after brunch and lunch) and especially the lack of respect with which many students treat each other via name calling and bullying on campus, for example. Additionally, many staff feels the revealing clothing some students wear is a continuous distraction to other students.

Technology and maintenance staff is readily available, although there is concern about having a working copy machine when needed, as expressed by over 60% of surveyed staff. (A

historically unreliable copy machine was replaced with a new one last year.) 100% of staff believe that the discipline policy is enforced consistently most if not all of the time. Thirty-eight percent of staff feel that crowded conditions at the school impact teaching and curricular efficiency and efficacy.

Curriculum and Instruction

There are an increasing variety of communication tools, which has improved communication with parents, thereby helping improve student performance and classroom management. One hundred percent (100%) of teachers surveyed use email as well as telephone to communicate with parents and students, and two thirds of the staff uses Blackboard to post grades and assignments. Most staff (69%) feel they do not have adequate time for parent and or student meetings. The Las Lomas teaching staff uses a wide-variety of teaching strategies for student learning, and as new technologies like mounted projectors in every classroom have become the norm, teachers are expanding their repertoire with regards to creative and student-centered technologically based activities.

Leadership and Staff

Las Lomas staff finds Las Lomas administrators are supportive, respectful and provide support to teachers in the classrooms as well as enforcing all behavior and honesty policies. The survey shows that there is a strong agreement that the teaching staff and the non-teaching staff work well together. A majority of the staff feels the District and School Leadership supports them in dealings with parents – especially in regards to discipline issues and in supporting students with different needs -- and students and treats them with respect. However, one third of those surveyed felt strongly that the District does not support teachers and staff, and nearly 40% does not feel the District values their input in decision making. While over 60% of staff feel the school board is moderately to very supportive of teachers and staff, 7% of staff felt that their input is rarely or never considered at the District level.

Support for Student Personal/Academic Growth

The staff at Las Lomas High School has strong support in dealing with our special needs students. An overwhelming majority of staff feels comfortable asking certificated and classified colleagues for support, and 98% feel all staff works effectively with each other. The staff feels that the school provides support for students who are struggling academically was acknowledged as being effective to very effective by most staff. The school counselors, nurse, classified staff and campus supervisor(s) are supportive and essential to the school community.

Assessment and Accountability

Most of the staff uses a computer-based grading program and prints out or publishes grades so that students are up to date on their progress. The majority of teachers use the results of assessments to modify curricular objectives and/or instructional approaches. There is a wide variety of teaching styles and assessments used at Las Lomas High School, from traditional tests and quizzes, to group and individual presentations, and reports and project based learning.

Student Survey Summary – Spring 2010 (Survey in Appendix)

The Student Leadership Class with the help of advisor Sarah Wondolowski developed the Student survey. The students referenced the survey administered to students used for the 2005 Self Study, and updated and adjusted questions accordingly. One hundred and four students from all grade levels participated in the survey. They were selected at random by looking at the entire school roster. Every 15th student on the roster was selected. Students took the survey in the school's computer lab during a non-academic class period, as per each individual student's schedule.

With the help of the student committee, Committee Chairpersons Anna Jameson and Emily Mihelitch compiled the data and produced the stunning graphs viewable in the Appendix. Following is a summarized narrative of some of the student survey's findings.

SUMMARY OF FINDINGS: Ninety five percent of the students surveyed replied that Las Lomas is a safe and pleasant place to learn. Regarding teacher's and other staff's expectations of them, 50% of students felt that expectations of them are "high," and 26% felt they were "very high." Ninety nine percent of students surveyed feel they are on course to graduate on time, and a majority of them feel they have learned study skills they need: 32%

responded that having learned the study skills they need was “mostly true,” and 32% felt that it was “true,” while 31% were neutral on this topic. Over 80% felt their counselors were helpful and available: 30% reported that counselors are “always” available for them, and 51%-felt counselors were available “somewhat.”

More specifically, students had confident responses to what they are learning academically. When surveyed about their writing skills, 56% of students said their writing skills had improved “a lot” at Las Lomas, while 41% felt their writing skills had improved somewhat. Regarding public speaking skills, 31% of surveyed students felt their skills had improved “a lot,” while 34% felt their skills had improved “some.” Thirty two percent felt their speaking skills had not improved. Over 70% of students felt they had learned significant organizational skills at Las Lomas, with 39% reporting that they had “somewhat” learned useful organizational skills while 32% felt organizational skills they had learned are and will very (“a lot”) useful to them.

In terms of problem solving and critical thinking skills, 52% of students felt their skills had improved somewhat, while 39% felt their skills improved “a lot.” Forty nine percent of students felt their mathematics skills improved “a lot,’ while 41% felt their mathematics skills had improved somewhat. In reading comprehension, 60% of students surveyed felt their skills had improved somewhat and 31% felt their skills had improved significantly, while 9% did not feel their skills in reading had improved at all.

Students at Las Lomas are involved and spirited, as affirmed by the student survey. Seventy nine percent of students taking the survey reported that they attend school rallies, and an equal percentage reported that they participate in school activities, such as elections. As detailed earlier in this Chapter, many students participate in sports at Las Lomas, as evidenced by the 75% who participate in one sport or more and 45% who participate in one or more school clubs.

Detailed charts listing student responses to all questions asked on the student survey is included in the appendix.

Parent Survey Summary – Fall 2009 (Survey in Appendix)

To seek the parents' feedback, a committee of 14 parents was established to compile a survey for parents. A conscious effort was made to develop a committee that represented various grade levels as well as the school's diversity, both in culture and interests (e.g. sports, visual and performing arts, leadership, etc.). These committee members also attended one of the five monthly focus groups with school staff and students and provided input to the recommendations developed by the WASC self-study team.

The group met on three occasions to review previous surveys and to prioritize the information the group sought to obtain through a school wide parent survey. The final survey consisted of 51 questions, the majority of which asked parents to rate their response using a five point Likert scale with an additional "don't know/NA" option for those services or programs they were unfamiliar with. An opportunity was provided for parents to make additional comments for each section of the survey as well as a prompt at the end of the survey to comment *on "What is going well at Las Lomas"* and "*What could be improved at Las Lomas."*

The survey was distributed via *eBoletin* for a period of four weeks during the month of March 2010. Parents having more than one student at the school were given the option of completing a separate survey for each student. A total of 495 surveys were completed out a possible of 1420 students (35%). A summary of the responses to the closed-ended questions appears as an appendix to this report. The responses also included over 69 pages of parent comments, only a small fraction of which could be included in this report.

The responses from the survey were analyzed by a subgroup of the parent committee comprised of six individuals. Two compiled the data and charts for the committee and the remainder analyzed the data and comments for Focus Group categories. Findings were presented to the WASC Leadership team, focus groups and the parent population at PTSA meetings and through the *eBoletin.* This report was authored by the four-person committee subgroup of Glynnis Cowdery, Mary Holzheimer, Alison Ridenhour, and Toni Steil Bozym and reviewed by the entire parent committee for feedback and approval.

SUMMARY OF FINDINGS

The majority of responses came from homes where English is the primary language spoken (93.6%), which suggests that the survey results are not representative of the non English speaking families at a Las Lomas, which are estimated at 257 (18%) families representing twenty three languages. The majority of the parents who responded also plan for their student(s) to attend a four-year college (83.7%).

Parents responded favorably to questions about the commitment of the administration and staff, the dedication of the teachers and the general climate of Las Lomas. Here is a sampling of the positive comments received:

- ***Las Lomas is providing my child with an excellent education and my son gets to be part of (a) learning community that values financial and ethnic diversity.***

- ***Good solid education, good sports program, opportunities to choose advanced/honors classes, good selection of electives. Excellent communications from the principal's office and major organizations (PTSA, WCEF, Boosters, Class Reps, etc…).***

Suggestions regarding what could be improved at Las Lomas were directed to comments about facilities, specific teachers and programs as well as comments, such as the following that were directed to providing support to struggling students:

- ***Remember that no student should be left behind. I'd like to see more pro-active assistance for students struggling academically.***

- ***Need to better support kids that are struggling. Schools that do this well take a more proactive approach.***

Overall, the responses to the majority of the questions fell in the "Strongly Agree" and "Agree" categories. The following is a breakdown of responses and highlighted comments for each of the five focus group categories.

VISION, PURPOSE, GOVERNANCE, AND CULTURE

- ***We could have lived in any community within the Acalanes High School District. We specifically chose Las Lomas over the other high schools, and we couldn't be more pleased with that decision.***

- ***This is my last year at Las Lomas... I want to commend the principal and all his staff for the wonderful job that they have done and are doing in these difficult times. I understand that much of a school's success is due to leadership and teamwork. My kids have had the privilege of attending a school with diversity and academics.***

Overall, the parents responding to the survey believe that Las Lomas offers a rich academic and broad cultural environment for their students. They attribute much of the current cultural climate of the school to the administration's high standards for diversity awareness, opportunities for every student to find his/her place and the awareness of and adherence to school policies. They feel their opinions are valued; they have the opportunity to become involved in their student's education, that the school offers many opportunities for students to become involved.

Seventy six percent (76%) of the parents responded that they strongly agreed or agreed to the following questions:

- ***My student is being well prepared for life after high school.***
- ***My student is motivated to go to school.***
- ***Las Lomas encourages my student to be an individual.***

The following parent comments acknowledge strengths at Las Lomas:

- ***Pat Lickiss has been an outstanding principal - staying in touch with parents and exhibiting an exceptional level of participation and pride in Las Lomas.***
- ***Students respect each other and expect to learn.***
- ***Even though we are facing horrible budget cuts, the community of LL is strong and supportive. The e-mails from the principal are vital and appreciated. The faculty cares about the students as well as one another. The students see this on an everyday basis. We find it comforting. Thank you all.***
- ***The social aspect of school is well rounded at Las Lomas. It seems to be a good way to for the kids to build relationships, outside of class, in a healthy atmosphere.***
- ***My daughter feels safe and included. She enjoys the many activities and sports (participating and just watching). The campus is BEAUTIFUL!***
- ***Las Lomas provides a safe environment with lots of learning options. Parents are strongly encouraged to remain involved. I believe the administration of Las Lomas truly cares and this survey shows interest in continuing improvements for our students.***
- ***My child often comments on the positive environment and how well people get along and respect each other. If there are "cliques" they even tend to "live and let live" with the other cliques. I am grateful for all that Las Lomas staff provides for my student.***
- ***Support groups (i.e. PTSA, WCEF) are passionate about building and supporting the best education possible for our students.***
- ***I am extremely impressed by the intelligence and knowledge of the faculty, as well as the rigor of the academic curriculum. That is why we sunk the life savings of three generations into moving here and have no regrets.***
- ***The academic standards are very high and my student (and past student) are highly prepared for college.***
- ***Las Lomas is an extremely well run school. My son and daughter are successful graduates of Las Lomas. Their success to adulthood will be attributed to their home-life and to their education at Las Lomas!***
- ***As a parent of two recent alums who are attending 4-year colleges, I can honestly say that Las Lomas does an excellent job of preparing students for college. Both graduates***

have commented (unsolicited) how much better prepared they are than their college colleagues (UC campuses) in all subject areas.

The following comments acknowledge areas for growth:

- ***Be thinking long term re: what skills will be needed to make-it in the coming years... some classes taught during the last few years may no longer apply to what's ahead.***
- ***More life-learning lessons on how to enter the "real world" after their senior year. Identify a student's skills and productivity by emphasizing on skills for vocations. Not each and everyone are cut out for College. A teacher can easily spot a talent and work on it.***
- ***Students can: - Reduce energy use - Care for books - reduce paper waste - make larger classes effective as smaller classes - involve students in addressing economic impacts on schools - Encourage student-led solutions, i.e., a Clothing Fair where students donate clothes to be available at low prices to raise money for school programs.***
- ***There is an overwhelming need for volunteering...especially if one has kids in several different schools, and several different sports. If the activities could somehow be simplified that would be a welcome relief to the many overly busy parents.***
- ***More interaction between teachers and parents either via the phone or email or whatever method would be most helpful.***
- ***It would be nice to have more volunteer options during hours available for parents who work full time.***
- ***A mandatory class on study skills should be taught in high school.***
- ***Not enough time or assistance is provided around study skills.***

Parents responded with eighty nine percent (89%) strongly agreeing or agreeing that school policies and procedures are clearly explained, and 72% responded that the policies and procedures are then consistently enforced. Ninety two percent (92%) of parents strongly agreed or agreed that they are offered a variety of opportunities to be involved.

Las Lomas provides many parents events/activities to educate and increase parental awareness: 8th Grade Orientation, Back to School Night, College Planning Nights, Parent Education, District Informational Meetings, and Open House. Students can be involved in the school community: All Knighter, Band Performances, Drama Performances, Homecoming Week, Junior Prom, Senior Ball, Leadership Activities, The Page (school newspaper) and the Yearbook. Overall, the parents responded with sixty to eighty six percent (60-86%) strongly agreeing/agreeing that they value the above activities.

Ninety-two (92%) percent of the respondents indicated that they agreed or strongly agreed that Las Lomas has clearly defined graduation requirements. Seventy four (74%) percent agreed or strongly agreed that their student is being encouraged to become an independent learner, with 66% percent agreeing or strongly agreeing that the curriculum meets their students

specific academic needs, that the teaching at Las Lomas stimulates and engages their student and that they are satisfied with the variety of electives offered

The subsequent Table summarizes the responses (agree/don't know) to the question: Las Lomas provides a broad and challenging curriculum in the following subjects.

Course Area	**Strongly Agree/Agree**	**Don't Know/NA**
Career Tech (food, auto, wood, etc.)	59%	17.8%
English/Language Arts	88%	1.3%
English Language Learners	25%	55%
Foreign Language	83%	2.1%
AP/Honors	77%	8.6%
Mathematics	90%	.9%
Physical Education/Health	79%	4.4%
Science	88%	1.9%
Social Studies	88%	1.3%
Special Education	19%	57.5%
Student Activity Classes (Journalism, Yearbook, Leadership)	71%	12.4%
Visual & Performing Arts	73%	10.7%

The agreement with broad and challenging curriculum areas ranged from 19% in Special Education to 90% in the area of mathematics with an average of 70% overall. Of particular note is that areas that did not rate highly in the percentage agreeing or strongly agreeing are areas where the majority of respondents where not familiar with the area, suggesting that the survey is not able to adequately address the areas of English Language Learners, or Special Education. When these two areas are removed from the responses overall average of satisfaction increases to 80%.

SERVICES AND SUPPORT:

The counseling services, student support services and the athletics program represent services and support at Las Lomas. The responses for the Athletic Program represented 16 sports with 478 responses (some students in more than one sport). The survey results indicated that the 'Las Lomas Athletic Program' met expectations, as 64.5% of the respondents respectively replied favorably to this question. The athletic coaching met parent expectations at a rate of 59%. In reference to the Athletic Trainer role in the LL athletics department, while 42.7% agreed favorably that the trainer met their expectations, many didn't know about this role or answered 'Don't Know, N/A' (27.6%). There were many comments regarding the athletic department ranging from quite favorable, "*Athletic program excellent!!*" to comments critical of the program. Twice as many comments reflected unsatisfactorily on the athletic program (19 negative, 10 positive). Generally negative comments were related to dissatisfaction with specific members of the coaching staff.

The College and Career Center was rated favorably at 66.7% responding that this program met expectations and the Student Guidance Counseling office rated 64.9% in the same criteria. This center also scored high in reference to meeting educational and/or vocational needs of the respondent's children (70.4% favorable) and as well as in the area of assisting students in resolving their problems (59.9% favorable). The comments relating to the counseling programs at Las Lomas were varied. Most were quite favorable There were several comments indicating that parents wanted to see more interaction between the student and academics counselors. The following comment is one example:

I'm disappointed that the kids aren't required to meet counselors more frequently to really build a relationship throughout their high school years. Boys don't tend to want to 'seek counselor advice'. But they need it just as much.

Other survey questions related to parent perceptions of their student's citizenship skills. Approximately eighty percent (79.8%) of parents answered favorably when asked if their student is being taught to respect diversity. When asked if their student is being taught to exhibit good citizenship, 84.9% responded favorably and on the question of whether the student is being taught to assume responsibility for their own behavior the favorable response was 84.6%. Several parents responded to these questions with comments such as

The Automated Attendance function was rated favorably at 78.7% in meeting expectations in reporting to parents, student's tardies or missed classes. Library services also

rated high at 68.2%. However, relating to the Cafeteria meeting parental expectations, those who replied 'Agree' or 'Strongly Agree' numbered 38.4% with only 7.9% 'Strongly Agreeing'. Additionally, 26.8% of the respondents replied with 'Don't Know, N/A'. The question regarding the cafeteria did prompt a number of comments, most of which suggested that healthier foods should be offered. Ten comments reflected dissatisfaction with the Las Lomas cafeteria and there were none in support of this service.

Several other LL services had relatively high replies of 'Don't Know or 'N/A'. The Crisis Counseling center had favorable replies of 33.3%, while 43.4% replied 'Don't Know, N/A'. Health Services (Nurse) had favorable responses of 32.1%, while 34.6% answered 'Don't Know, N/A'. Responses to the expectations for the Psychologist, Peer Tutoring (Student to Student) and Teacher Academic Tutoring services had the following responses respectively: 29.2%, 21.5% and 34.3% felt favorably while 43.1%, 51.5% and 38.5% respectively replied 'Don't Know, N/A'. This represents a relatively high number of families who are likely unfamiliar with these services.

ASSESSMENT AND ACCOUNTABILITY

Overall, parents responded very favorably about grading expectations, the level and quantity of homework, and the variety of elective classes that are available to students. Parents also felt that their students are being encouraged to become independent learners and that Las Lomas is stimulating and engaging their child.

Seventy-eight percent (78%) agreed or strongly agreed that grading expectations are reasonable, while just over 5% disagreed or strongly disagreed and 15% neither agreed nor disagreed on this point. Sixty-three percent (63%) agreed or strongly agreed that grading expectations are consistently applied. Another 12.5% disagreed or strongly disagreed that this was the case, while 20% neither agreed nor disagreed. A few parent comments provide more detail on what could be improved:

- ***There is a vast difference in coursework and grading criteria between different teachers teaching the same subject/classes and it can be unfair to good students who get the more difficult teachers. Also, certain of these teachers give harder tests but don't really teach the students well enough prior to giving the tests.***

- ***There seems to be a large variance in departments from teacher to teacher regarding curriculum, homework and grading. There is no reason that teachers within the same subject and grade cannot work to formulate even assignments and grading.***

- ***Some teachers don't seem to care when a child has a B+ vs. an A-. It makes a big difference in GPA results that impact college entrance. On borderline cases, some teachers don't encourage/help students achieve a better grade.***

Similarly, in the area of homework, 72% of parents agreed or strongly agreed that homework is appropriate, while 11% disagreed or strongly disagreed. Of this 11%, 2% strongly disagreed. Another 15% of the parent that responded neither agreed nor disagreed. When asked whether homework enhanced their student's learning, 62% of the parents agreed or strongly agreed. Twelve percent (12%) disagreed or strongly disagreed and 22.9% neither agreed nor disagreed.

Nearly three-fourths of responding parents (74.8%) agreed or strongly agreed that Las Lomas is encouraging students to become independent learners. While just over 19% neither agreed nor disagreed, only 4% said they disagreed or strongly disagreed. The following remarks are representative of the comments made in this area:

Perhaps the most mixed results in this category came under the following question: "Do you think that Las Lomas stimulates and engages your student?" Sixty-six (66%) agreed or strongly agreed, 22.3% neither agreed nor disagreed and 10% disagree or strongly disagree.

When asked if they were satisfied with the variety of elective classes available to their students, 66.4% of the parents either agreed or strongly agreed. Nineteen percent (19%) disagreed or strongly disagreed and 13% neither agreed nor disagreed. Representative comments include:

As indicated by the previous parent comment and in other parts of this survey, some parents expressed deep concern about the district/state budget issues that could affect the quality of their student's education. These concerns are expressed in the following comments:

COMMUNICATION:

Las Lomas has made great strides in its communication practices in providing information to the high school community. However, while there are available tools for teachers to use to communicate with students and parents, this communication avenue has been underutilized. Generally the parent responses to this survey have been favorable but for the response to teachers' use of electronic communication (Blackboard, MyGradeBook.com, etc.) to communicate student progress and/or assignments, the response of 53.5% favorable in this category is balanced against 18.1% 'Disagree' and 10.7% 'Strongly Disagree'. This is a relatively high disapproval when compared with other survey categories. A number of parents provided comments in this area, many reflecting this sentiment:

Tools like blackboard help me understand what's going on in the classroom. But not all teachers use it. This sentiment may be similarly reflected in the next survey question asking 'I receive adequate communication from my student's teacher.' These results showed that only 38.5% responded positively on this question, while 32.2% responded negatively. 27.2% replied they neither agree nor disagree. However, when parents reach out to teachers, the scores are higher. For the question 'Teachers are responsive to parent requests and concerns', 61.7% replied favorably while only 8% replied with dissatisfaction. Similarly, when questioned as to whether teachers are courteous to parents 82% responded favorably while 2.6% replied unfavorably.

Relating to administrator and staff responsiveness to parent requests and concerns, parents replied favorably at 77.7% while 5.6% felt disapprovingly. For the question, which asked parents, if the Las Lomas administrators and Staff are courteous to parents, the response was 82.1% favorable and 5.6% unfavorable. There were however a number of comments which did express dissatisfaction with the courtesy of some of the staff personnel.

In general communications from the school regarding 'campus events, incidents and opportunities', the survey respondents were overwhelmingly satisfied with an approval rating of 96.1% and disapproval of .7%. This was primarily related to the school's use of a school wide email communication system, which regularly sends out weekly newsletters, daily bulletins, general class and event specific announcements and high priority notices from the administration. These are targeted notices for various groups within the Las Lomas community. The school also utilizes two websites, one managed by the school and another, which focuses on various areas such as class-related information, counseling and calendar information. This

second website is managed through the school's PTSA. Parents responded to the survey question stating, "The Las Lomas websites provide useful information" with an 88% approval rating and a 2.2% disapproval response.

In relation to parents' general knowledge of various specific district-wide concerns, parents in general reported high understanding of finances, with 79.4% stating they understand the 'District's finances and its impact on students' with 2.2% stating they did not understand this issue (the remaining18.3% replied that they 'somewhat' understood). Similarly, 82.8% replied they understood the 'budget deficit issues facing the AUHSD' while 2.2% replied they did not (14.9 replying with 'somewhat'). The 'need to donate to the local education foundation (WCEF)' was understood by parents 82.8% with 2.2% not indicating understanding (14.9% replied 'somewhat').

Other questions in this section looked at parent understanding of the 'need for donations for class supplies in elective classes' (85.6% 'understand', 5.4% replied they did not understand while 8.8% replied 'somewhat'). An additional question regarding the 'need for athletic trainer donation funds' was less clear-cut with 59.2% replying they understood this need and 22.1% responding negatively (18.5% responded 'somewhat'). More people indicated they understood why 'individual sports ask for additional funding' with 76.6% responding that they understood this need and 10.2% responding that they did not (13.1% replied 'somewhat' for this question).

Additional responsibility for school-wide communication is to help parents become aware of various campus groups and programs and the services they support. Parent responses indicated that they were aware of each of these programs at a rate of over 90% each: Athletic Boosters (91.3%), PTSA (95.3%), Performing Arts (91.1%), and the Walnut Creek Education Foundation (WCEF) (97.1%). Not far behind was the Associated Student Body (ASB) with 85.2% specifying awareness of this program.

The survey asked the parents to prioritize spending in a variety of areas to help evaluate parent feelings of various expense categories. On a ranking of 1-9 the highest-ranking priorities to parents were '7 period day' with 27.6% ranking this item #1. 'Small class sizes' received a #1 ranking of 24.7% followed by 'up to date textbooks and teaching materials' with a #1 response of 12.7%. 'Student Guidance Counselor' reported 10.2% parents ranking this item as #1 and 'honors / AP classes' ranked #1 by 9.2%. The 'Variety of electives' question received 7.8% parents ranking this item as #1. The 'Career Counseling Center' ranked #1 for 2.6% of the parents and the 'Crisis Counselor' ranked at 3.2%. The 'library' was ranked by 1.6% of the

parents as a #1 priority for spending. This data should be reviewed more closely than the general ranking to determine the full balance of the priorities placed by parents.

Final Summary: While we have highlighted some concerns in this report it should be noted that the majority of these concerns were about facilities, specific teachers, budget issues, and under-use of technology to communicate with parents.

There were several survey questions in which the responses indicated high percentages in the 'Don't Know, N/A' category. These results need to be reviewed in an effort to explore how to make these services more known and understood by the Las Lomas community.

The responses to the majority of the questions fell in the Strongly Agree and Agree categories. Overall, parents are satisfied with the Las Lomas environment and the education their child is receiving. We asked parents to comment on what is going well at Las Lomas. Teachers, Administration, Communication and an overall positive environment were continually identified as successes at the school. This sentiment is summarized in the following comment: ***Las Lomas is a great place. My child often comments on the positive environment and how well people get along and respect each other.***

Respectfully Submitted by:

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CHAPTER TWO
Expected School wide Learning Results (ESLRs) & Critical Academic Needs (CANs)

Introduction

During the Focus on Learning Self Study which concluded in 2006, the school community developed six Expected Schoolwide Learning Results (ESLRs). During our current Self Study (2009-2011), and after extensive discussion, Focus Groups streamlined our former ESLRs -- what we expect students to know and be able to do by the time they graduate from Las Lomas -- into four measurable ESLRs. Indicators of an ESLR success can be measured by report card grades, standardized assessments and other observable and documentable methods of student performance.

ESLRs -- Expected School-wide Learning Results

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

1. **Be responsible individuals who:**
   - assume responsibility for their own behavior and meet school expectations
   - learn and apply effective study skills
   - exhibit habits of socially responsible citizens
   - value diversity and tolerance
   - make healthy lifestyle choices
   - establish and accomplish goals individually

2. **Acquire common core of academic and career/technical knowledge**
   - meet or exceed Acalanes Union High School District content and skill standards

3. **Demonstrate complex thinking skills**
   - apply, analyze, synthesize and evaluate
   - demonstrate problem solving, decision-making and conflict resolution
   - integrate knowledge across the disciplines
   - acquire skills necessary to demonstrate technological competency

4. **Communicate effectively**
   - demonstrate effective speaking, writing, listening and technological skills
   - read for understanding
   - work effectively in groups taking on various roles

Critical Academic Needs

Students engaged in activities described in the ESLRs are demonstrating key reading, writing, speaking and listening skills in all curricular areas. Other ESLR indicators include research skills, a student's ability to integrate knowledge among disciplines, being a responsive and effective member of a group, demonstrating problem solving, decision making and conflict resolution skills, reading with understanding, and applying critical and creative thinking to problem solve. Overall, the ELSRs guide Las Lomas students become tolerant, healthy, socially responsible citizens.

Our Critical Academic Needs (CANs) are closely intertwined with our ESLRs. In discussing and consolidating our ESLR's, Focus and Home Groups raised some important questions regarding student performance, as indicated by the data analyzed in Chapter I. Some of these questions include:

- Many efforts are being made to support struggling and underperforming students, but how are we addressing the needs of the students "in the middle? (Students with Cs and D's but who are on "graduation track" do not receive enough attention.)
- How can we help new students – freshmen and those new to our school – assimilate and get connected?
- In regards to ESLRs, there is an inconsistent use of technology at our school due to inconsistent resources in all classrooms and teacher training
- Some students are misplaced in certain classrooms (such as math) because there are not enough intervention or classes at their level to suit their needs
- How can we address and measure student motivation and engagement in learning as well as improving test score performance?
- Most of our classes are targeted for the college bound student. What course offerings will help us meet the needs of the non college bound?
- What does the CST data indicate about our student's learning and our own teaching practices?
- How can all subject areas benefit from school wide improvement assistance such as monies from Site Council?
- Our tutoring program was designed to help all students, but is it really helping all students or just a few?

These questions are further addressed in Chapter III and Chapter V of this Self Study Report.

Analysis and discussion of the data in Chapter I and revision and clarification of the ESLRs, above, indicated several key academic issues. Focus groups identified three school wide Critical Academic Needs. These are the core of the 2010-2011 Self Study Report Action Plan in Chapter V:

Las Lomas 2010 Critical Academic Needs (CANS)

CRITICAL ACADEMIC NEED	ESLR
#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.	**#3 Acquire common core of academic and career/ technical knowledge** • Apply, analyze, synthesize and evaluate **#1 Be responsible individuals** • Assume responsibility **#4 Communicate effectively** • Reading skills
#2 Increase proficiency level of ALL students at basic or below on CST in Core Subject areas (English, Math, Science and Social Studies) to help close the achievement gap.	**#2 Acquire common core of academic and career/technical knowledge** • Meet or exceed AUHSD content skill standards
#3 Address motivation and performance among ALL student achievement levels in core, academic and elective courses.	**#1 Be responsible individuals** **#2 Acquire common core of academic language** • Learn and apply effective study skills **#4 Communicate effectively** • Reading, writing, speaking and technological skills

Emphasis of ESLRs

Departments and counseling were asked to evaluate the emphasis that they place on each of the ESLRs as a department. They used a scale from one (1) (Significant teaching directed at ESLR) to three (3) (not necessarily a focus within this department).

DEPARTMENTAL ASSESSMENT OF EMPHASIS OF SPECIFIC ESLRS

ESLR	Eng.	Foreign Lang.	Math	P.E.	Science	Spec. Ed.	Social Studies	Tech Ed.	Visual/ Perform Arts	Guid-ance
1. Be Responsible Individuals	1	1	1	1	1	1	1	2	1	1
2. Acquire common core of academic and career/ technical knowledge	1	1	1	2	1	1	1	1	2	1
3. Demonstrate complex thinking skills	1	2	1	3	1	1	2	2	1	2
4.Communicate effectively	1	1	1	1	1	1	1	1	1	1

Key: 1 = Current assignments in this department provide evidence of Significant Teaching of designated ESLRs

2 = Current assignments provide Some evidence of teaching designated ESLRs

3 = This ESLR is Not a primary focus in this discipline

Las Lomas Single Plan for Student Achievement

Site Goals 2010-2012

All schools in the Acalanes Unified High School District have individual schoolwide goals developed by the district based on test scores and other student data. These goals are approved by several committees, including the Las Lomas Site Council and the District Governing Board. Las Lomas' Site Goals for 2010-2012 were revised in November and approved in December 2010.

These goals are included in this chapter because several of them echo our current CANs. Las Lomas is the only school in the district with Goal #4, as we host the district's entire ELD population.

From The Acalanes Union High School District Single Plan For Student Achievement:

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:"

2010-2012 GOALS	
Goal #1	**Increase the percentage of 9th grade Algebra 1 students, 10th grade Geometry students and 11th grade Algebra II scoring Proficient and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).**
Goal #2	**Increase the percentage of 11th grade students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).**
Goal #3	**Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE results as the baseline).**
Goal #4	**Increase CELDT level scores of all ELD program students by at least one level for each year they remain in the ELD program.**

CHAPTER THREE
Progress Report

Introduction

The mid-term report submitted to the Accrediting Commission in 2008 by Las Lomas High School was a result of discussion and analysis of our Academic Task Force (ATF) and was presented to the Acalanes District Governing Board, the Las Lomas School Site Council, and the Las Lomas PTSA prior to submission. In preparation for our March 2011 visitation, Focus and Home Groups met monthly and bi-monthly during staff development days and during our weekly Wednesday "Late Start" mornings. Groups, which included classified and certificated staff members as well as parents and students, reviewed the mid-term report as one of their tasks in helping develop the Self Study Report. Copies of meeting dates, groups and agendas are available upon request.

Since 2005 there have been changes in support staff, with the elimination of our part time Associate Principal, the addition of two new Counselors, the retirement of Las Lomas Principal Pat Lickiss and appointment of new Principal Matt Campbell. Due to expansion of programs and staff retirements, there were approximately 20 new certificated staff members hired in 2006 and 2007; this influx of new faculty represents over one fifth of the teaching staff. Since 2007, however, classified and certificated staff has been reduced by roughly 12%. This has resulted in a need to orient new staff each year about the Action Plan and Self Study as well as reorient returning staff. The Leadership team agrees that a more thorough education needs to take place for new staff members in the future, review that will benefit established staff as well.

Staffing changes have also resulted in the dissolution of the school's Academic Task Force (ATF) due to transfers, retirements and layoffs. Developed as part of the 2005 Self Study Action Plan to help oversee staff development and school wide improvement, the ATF did oversee some proposed changes until it dissolved in 2008. Despite the loss of this committee, however, many changes have since been implemented by other governing bodies such as the Site Council, the Administrative Team, Instructional Council, individual Departments and the District.

Although our school is fortunate to have weathered the economic storm of 2008 and survived with far fewer reductions that many other schools, we have endured our share of hardships, which has made addressing the needs of our students a greater challenge than ever. Despite these challenges, we are proud of the accomplishments we have made since 2005. Our API has increased annually, SAT and AP scores continue to be strong, and we were recognized as both a Distinguished School and a Blue Ribbon School. Student support programs, such as Safe School Ambassadors and the Tutoring Program have been augmented, while new programs, such as the Student Support Program, have been implemented. In our ongoing examination of our school wide program and implementation of our Action Plan, we will continue to develop the programs outlined below as well as develop alternatives to replace the ATF and address other significant concerns.

Schoolwide Strengths and Critical Areas for Follow-up

In their report following their visit in 2005, the WASC Visiting Committee commended Las Lomas "for the thoroughness and diligence," "the strong community support," "the rigorous curriculum, the powerful teaching, and the high academic standards achieved by many of the students at Las Lomas High School." Their report listed several Areas of Strength:

Areas of Strength:

- A caring and committed staff
- Strong community support
- Excellent API Scores, meeting annual yearly progress (AYP)
- High passing rate on the High School Exit Exam
- Focusing School Wide Learning Outcomes to the ESLRs
- Shared vision in the value of on going self reflection and self improvement
- Shareholder commitment to high academic standards and post high school success for all students
- Communications to staff, students and community through email, district mail and school bulletin

Schoolwide Areas for Follow-up:

- Bridge the academic achievement gap across the student population in core standards based curricular areas.
- Improve the proficiency of students in essential academic literacy skills including reading, writing, computation and computer research/literacy across the curriculum.
- Establish an Academic Task Force that will:
  - ✓ Clarify and define what is meant by students scoring basic or below in core subject areas and those lacking essential literacy skills
  - ✓ Develop criteria for identifying at risk students
  - ✓ Research the literature for existing successful models to help these students learning and achievement
  - ✓ Develop and/or evaluate assessment instruments, including standardized tests, to monitor progress and growth.
  - ✓ Design professional growth activities and train teachers through professional development to better support student learning
  - ✓ Support departments in the development and implementation of their individual action plans to improve student learning in core subjects and increased academic literacy skills.

As described on the following pages, we continue to address the achievement gap across the student population by redeveloping our CANs to focus on these issues, redesigning courses and expanding and implementing new programs to assist our "students in the middle." Additionally, increasing the proficiency of students in academic literacy skills is still an issue, one that was briefly addressed by the Literacy class that was added since the last self study in 2005, but eliminated due to budget cuts in 2009. Other ways to address these issues are detailed in the Action Plan in Chapter V.

Since 2005, there have been many developments, positive and negative, that have had a significant impact on and/or curricular programs at Las Lomas. These developments are described on the following pages.

Programs and Class Size

Las Lomas has experienced a significant degree of change in staffing, funding and in academic and extracurricular programs in the last four years. Although budgetary issues threatened reductions in staffing and academic and elective program offerings, support from the community -- two additional Parcel Taxes and the Measure E technology monies -- allowed Las Lomas to continue nearly all its programs and offerings in 2010. However, the small class sizes enjoyed the first half of the decade are a luxury of the past; since 2008, class sizes have increased from an average of 20 students in 2008 to 30 in freshmen history and sophomore English classes in 2010. Other classes are at the contractual limit – 33 for English and social studies, 47 in physical education. As with so many other things, the WCEF contributed funds to help maintain the smallest freshmen English classes possible. This year, they average 25, although that average is a per teacher average, so some classes are larger, at 28, for example, and others are smaller, at 22.

In addition to retaining programs and staff, Las Lomas has implemented and improved new programs to focus on our Critical Academic Needs and the goals of our School Site Plan. Additionally, upgrades in technology, curriculum and professional development have further strengthened student support and the school program overall. Below is a list of improvements and achievements that demonstrate Las Lomas' many accomplishments since the last Self Study.

Summary of Accomplishments and Developments:

- Recognition as a California Distinguished School in 2007 and a Blue Ribbon School in 2008.
- An increase of +6 on AYP/API in 2009-2010
- Continued expansion and improvement of the lunchtime/after school tutoring program
- Implementation of Student Support Program in fall 2010
- Student access to a wide variety of extra-curricular, co-curricular and intramural activities.
- Our highly qualified staff, all fully credentialed.
- Significant augmentation and redevelopment of the ELD/SDAIE program.
- Lowest student to counselor ratio in the district. 290:1 in 2010-2011.
- Acquisition and installation of significant school wide technology upgrades in 2010-2011 due to Measure E funds.
- Reorganization and augmentation of the Student Senate, improving communication between student leadership and the entire student body.
- Expansion and improvements to the Safe School Ambassadors program.
- Late start Wednesdays allow meeting time for staff development and school improvement.
- Senior mentor program, implemented in 2010-2011, which pairs senior students with a small core of freshmen to mentor and help make the adjustment to high school
- A successful and in-demand Honors and AP program in nearly every department
- Promotion and reinforcement of three rules of "Being a Knight" character development:

Be a Knight:

Do the Right Thing

Treat Others How You Want to Be Treated

Help Make Las Lomas a Better Place to Be

Commendations:

During the 2006-07 school years, Las Lomas was selected as a California Distinguished High School for the second consecutive time. This was as a result of the overall efforts of the school community and a continual increase of our school API and AYP. During the 2007-08 school year, Las Lomas was one of 35 middle and senior high schools in the state to be nominated for the NCLB National Blue Ribbon recognition.

Funding & Technology:

Like many other schools in California, Las Lomas has been impacted by the budgetary shortfalls in the state. With the support of the Walnut Creek Education Foundation (WCEF), which contributed nearly $200,000 to Las Lomas' annual budget in the 2010 -2011 school year as well as the incredible support from the community, Las Lomas has been able to maintain program and staffing levels with far fewer cuts than most other nearby school districts. Passage of the supplemental Parcel Tax, Measure A, in May of 2010 allowed for retention of most of our programs as well as preventing the loss of 20 classroom teachers and coaches. Additionally, $10,000 from the PTSA for instructional support assists the school in maintaining a rigorous, award winning instructional programs and helps support our progress in addressing our School Wide Action Plans described in Chapter V of this report.

In addition to the parcel taxes, the Measure E technology funds have produced dramatic technology upgrades on the campus, and more upgrades are planned for 2010-2012. As described in Chapter I, new Extron audio/visual equipment was installed in all classrooms in the summer of 2010 along with school wide wifi capabilities. A mobile laptop lab is available for teacher's classroom use, and several math teachers are piloting the use of interactive white boards and Pulsepens. Technology training days are consistently offered by the District and the County Office of Education, and many Las Lomas staff members participate in these as well as in Summer Institute. Teachers this year have attended trainings in Google Docs and Google Sites, iTouch and iPad use in the classroom as well as Probeware and interactive whiteboards (Smartboards).

Academic Task Force:

Since our last self study in 2005, we have maintained a steady degree of commitment to addressing our CANs and addressing the action plan, despite economic and organizational issues. For example, the Academic Task Force (ATF), formed as part of our Action Plan in 2005, dissolved in 2008 due to staffing changes. As described on page 3, in the School wide Areas for Follow Up section of this chapter, the ATF was developed to ensure school wide improvement and oversee development and implementation of staff development activities.

As mentioned in our 2008 Midterm Report, our goal was to continue to reflect on assessment data to ascertain where improvements in our programs are needed. Despite the dissolution of the ATF, Las Lomas, as a community, continually focused on necessary improvements and staff participated in professional development activities at the district, county, state and national levels. In the absence of the ATF, other administrative bodies, such as the School Site Council (SSC), Instructional Council, Administrative Team, Departments and the District have worked to implement and expand academic and support programs since 2008. With our CANs in mind we are continually striving to meet the needs of all our students.

Concerns: 9th and 10th Grade Students:

Lack of motivation and academic success among lower classmen has been an ongoing concern since our last full self study in 2005 and our Mid term Report in 2008. In its report to the Las Lomas staff in 2005, the Visiting Committee listed the following as areas for follow up, and these areas are still echoed in our current 2010 CANs:

1. Bridge the academic achievement gap across the student population in core, standards based curricular areas.
2. Improve the proficiency of students in the essential academic literacy skills including reading, writing, computation and computer/research literacy across the curriculum.

These crucial needs, which echo our District Single Plan Goals for Achievement, (listed in Chapter II,) have encouraged our school community to explore alternative ways to address the needs of our students. This topic was the subject of many focus and home group meetings. In addition to using these concerns to develop our new CANs, we have implemented various support classes and programs to assist students, such as a CAHSEE preparation class, a Learning Skills class (which was eliminated for budgetary reasons in 2009,) expanded subject-wide teacher-student tutoring during lunch and after school, and the Student Support Program.

Programs Implemented:

ELD Program: Since the last WASC Self Study, the ELD program has been restructured with the assistance of an outside consultant. New, District Adopted ELD course content and performance objectives have been adopted and ELD course offerings have been augmented. Five years ago, students in ELD classes had both an ELD and a regular English class every day. With the restructuring, students designated as ELD 1 or ELD 2 have three periods of the same ELD class each day, and students designated as ELD 3 students have two periods a day. In the past two years, SDAIE classes in several subjects were added and Social Studies adopted modified textbooks. While the ELD classes do not count for college credit, the SDAIE classes are college prep classes. To promote student progress and ensure proper placement, students can be accelerated to the next level class at the semester. Additionally, the ELD Department adopted the Hampton Brown *Edge* curriculum. At each level, this curriculum addresses all aspects of ELD development while ensuring all the State Standards are also met. Writing, vocabulary, reading, and oral skills are all developed as well as reading of required, grade level literature.

Student Support Program:

In November 2010, the Student Support Program, aimed at helping struggling ninth graders who are not receiving any other form of academic support, was launched. A different program than the lunchtime/after school drop in tutoring program described on page 8, this program uses analysis of first quarter grades, progress reports and teacher recommendations to identify a group of freshmen identified as being at risk. Those invited to the program are those failing one or more classes at the end of first quarter, and most significantly, are students who are not receiving additional support such as in a resource class or a 504 plan. Parents of these students were informed via letter about the program, and both parents and students signed a contract in order to participate in this after school program.

At a parent meeting on November 9th 2010, parents met the Student Support Team, comprised of classroom teacher volunteers Debbie Zamaria, Emelie Gunnison, Mark Lewis, Sarah Wondolowski, Jennifer Nickl, Mallorie Wilkerson and Deme Yfantis, and signed contracts for the program. Student support tutoring meetings occur twice weekly, on Tuesday and Thursday from 3:20 to 4:10. For the first ten minutes of each meeting both groups have a backpack check,

planner check and a mini lesson with a basic study skill. Following these activities, students in each group can then get teacher assistance with homework, projects or essays for their classes.

Attendance in the program, classroom performance regarding test scores and homework, and future report card data will be analyzed to help determine the efficacy of this exciting new Las Lomas program. We hope to have the resources available to expand this program next year to include sophomores as well.

Las Lomas' Tutoring Program:

The Las Lomas Tutoring Program has been augmented in the last four years. This program, in which Las Lomas teachers tutor students on a drop-in basis at lunch or after school, has grown in popularity and is currently reaching more students than it was four years ago.

However, we find the program reaches only a small population and not always those for whom it is designed. Getting the Tutoring Program to target the students who need it most has been an ongoing topic of discussion during Focus Group, Home Group, and during professional collaboration meetings. In the fall of 2010, Home Groups were asked to suggest ways to improve the Tutoring program. Here are selected suggestions from all departments:

- Start a peer tutoring program in study hall classes
- Utilize Roosmoor (a nearby retirement community) retired educators as tutors during school hours
- Require Saturday School for students referred with missing assignments
- Assign detention to students missing three homework assignments In detention they have to complete homework.
- Match multi-lingual, non ELL-students with beginner and intermediate ELD students
- Arrange 7th period appointments with ISP Teachers
- Have parents sign a note committing students to show up for tutoring
- Send parents of all Special Education students the tutoring schedule (completed - fall 2010)
- Use data to place struggling students into intense research based interventions (writing, math, etc.)
- Increase incentives for lower performing students to attend tutoring sessions
- Assign English teachers four periods, with one tutoring session during study hall, per day
- Hire a tutor to help pre-determined struggling students during study hall.
- Use volunteer college students who want to be teachers to tutor during study hall/lunch.
- Invest time contacting parents to determine why struggling students who are advised to see English teacher for tutoring do not do so

Procedures for Implementing the Action Plan:

School staff, parents and students all took part in meetings as we examined our school program and developed our findings. Home Groups/Departments examined the Action Plans from the 2005 Self Study to determine our accomplishments and areas for continued focus and growth. Each department's findings follow at the end of this chapter.

Additionally, the School Community, working with the District, updated our Single Site Plan For Achievement yearly. These Single Site goals are closely mirrored in our CANs (as detailed in Chapter II), and have become part of an overall school plan reviewed by the school Site Council.

Site Council:

The school Site Council, mandated by bylaws of the School Improvement Program (SIP) is comprised of classified and certificated staff as well as students and parents. Las Lomas' Site Council is responsible for helping teachers and support staff focus on and meet our four Single Site Goals, which closely parallel our CANs. Every two years the School Single Site Plan is submitted to the Acalanes School District Governing Board for their approval and then to the state.

The Site Council meets monthly, and for the last several years has been actively focused on improving our school wide program and academic achievement. The Council is guided by our Single Site Goals described in Chapter II. With these goals in mind, Site Council discusses school wide needs and helps develop and augment programs to help meet these goals.

The school wide tutoring program is one service Site Council has had a tremendous influence in developing. Tutoring services have been available for years at Las Lomas, but through departmental and faculty examination, it was revealed that these services were being utilized mostly by students with A's and B's; average and below average students – those who are in the greatest need of these services – were not accessing the program. Site Council has worked at making tutoring and student support available and accessible to ALL students, especially those in greatest academic need of them, and each year has augmented the program.

Site council meets monthly to determine courses of action, such as the continuation and augmentation of the lunchtime/after school tutoring program, and granting staff requests for funding that can help each better address the Site Goals and CANs in his/her classroom. With assistance from Site Council, teachers in most departments have benefitted from materials and training to help them address the needs of their low performing and struggling students. As data in

chapter I indicates, test scores in core subjects have increased over the past few years, and low performing students' test scores increased in 2009-2010 by 6 points.

While the achievement gap has been an ongoing concern, many staff members are concerned that there is so much emphasis on standardized test scores in core subjects, elective subjects are often left out, particularly when it comes to funding. These concerns are outlined in more detail in the departmental sections of this chapter beginning on page 12 of this chapter. Additionally, the concern with students in elective subjects was shared by many staff members, and for this reason it was included as our third CAN.

Administrative Team:

The Las Lomas Administrative team, consisting of Principal Matt Campbell (beginning in 2010), Associate Principals Ruth Steele and Mark Uhrenholdt, and Head Counselor Scott Swain, have participated in the ongoing review and school wide focus on goals set forth in our 2006 Action Plan. In addition to developing additional programs to address our CANs, the Administrative Team has guided departments through review and analysis of the Action Plan goals.

Among recent programs implemented at Las Lomas, the Three Rules/ "Be A Knight" campaign, Las Lomas Character Recognition, and Student Support Team were all driven by the Administrative Team. These programs are described on pages 1-8 of this chapter.

District:

Support for the Action Plan also comes from the District. As detailed in Chapter II, with the collaboration of principals from all four district high schools, the District develops Las Lomas' Single Site Goals, which closely mirror our CANs. In the past, the District has also supported our CANs and Action Plan by providing additional courses, such as expanded ELD courses and a Literacy/Learning Skills Course developed to assist underperforming students in core academic classes. In the past two years the District has provided more elective courses. Las Lomas boasts the greatest selection of elective courses of all the high schools in the Acalanes district.

Departments & Instructional Council:

The Las Lomas Instructional Council meets monthly and consists of Principal Matt Campbell, Head Counselor Scott Swain, Librarian Joan Wheeler and department chairs for all ten departments. During these meetings, the group discusses upcoming events and meetings such as staff development and student activities, reviews test score information, and addresses school wide topics ranging from textbooks to the school wide safety plan to new and upcoming programs like Measure E technology funds and staff training.

Departments review information conveyed at Instructional Council meetings with their individual departments. In preparation for our current self study, Home Groups (departments) met monthly and bi-monthly beginning in November 2009 to discuss and evaluate our success in implementing our 2005 Action Plan. In November 2009, Home Groups examined the 2008 action plan and reviewed our progress to date. Lists of accomplishments and areas for growth by department are listed on the following pages. **Please note that the CANs included in each department's review are CANs from the 2005 report. Our 2010 CANs are listed in Chapter II and Chapter V of this report.**

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Counseling: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements In Addressing CANs	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ Working with lowest students (intervention plans) and four year college eligible students (55%). ▪ Senior specific, Junior Parent night, Frosh support night, 8th grade parent night ▪ Latino parent college workshop ▪ College visits to UC Berkeley and Cal State East Bay for ELL students ▪ ELAC meeting for ELL parents ▪ Safe schools ambassadors program ▪ Seamless work between counseling and career center – Ellen Smith and Yvonne Richmond. ▪ Vocational Evening ▪ College application workshops	▪ Students with C's and D's who are on graduation track do not receive enough attention ▪ New students have difficulty assimilating – need to develop a way to connect students to hosts who can get them in a lunch network.

Summary

Several events, such as Junior Parent night, Freshmen support night, Latino parent college workshop, and ELAC meetings help parents and students clarify goals. However, there is still a need for students with Cs and Ds to receive more individualized assistance. Additionally, new students often have difficulty assimilating and networking.

English – Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ Emilie Gunnison's shadow class (with Debbie Zamaria includes nine of her students…double dose of English) lowest achieving resource students ▪ Tutoring as needed, by appointment ▪ Discussed API data and how to utilize ▪ API/AYP scores have increased ▪ Implemented literacy classes; identified students who had academic problems ▪ Distribution of Star/CST scores enables teachers to assess student improvement ▪ Looking at literacy scores shows improvement!	▪ Computer research, word processing, web-site evaluation, research paper, creative publishing projects, Power-Point presentations ▪ Ensure that summer school curriculum achieves the same standards and benchmarks that regular year-long classes achieve (or limit number of semesters that can be repeated during summer school) ▪ Grading day to compare grading techniques ▪ To collaborate on grading/ expectations/ requirements ▪ Methods/skill based tests in order to gain achievement ▪ Giving a standardized reading test ▪ Giving a standardized grammar diagnostic

Summary

Teachers have taught shadow classes, attended workshops and classes, offered tutoring, and examined API scores/star test scores to assess student achievement. English Department members have not developed an individual action plan or tracked/examined increased scores with students in shadow courses. English Department members would like to ensure the summer school curriculum achieves the same standards and benchmarks as the year long classes. Also, English Department members would like a grading day to collaborate on grading/ expectations/ requirements. Finally, English Department members would like to give standardized reading and grammar diagnostics in order to gain achievement.

English: Critical Academic Need #2

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#2 Across the curriculum, a significant number of students demonstrate basic or below proficiency in essential academic literacy skills including reading, writing, computation and information literacy	▪ Professional Growth/Conferences: Release days, Cal Shakes Workshop, Asilomar, Bay Area Writing Project, CSU East Bay writing conference. ▪ Mr. Dewes' reading strategies activity ▪ Research paper skills – senior teachers ▪ Library- In-service activities about computer research literacy ▪ Library has books on tape & Playaways	▪ Get the other departments to continue teaching reading skills, vocabulary development, writing skills ▪ API Score breakdown would be helpful ▪ Workshops focused on teaching of reading and teaching heterogeneous classes ▪ WE NEED TIME (As a school-wide activity) to revisit a study skills workbook or program (and determine how review it….only with freshmen?) ▪ More Peer tutoring ▪ Work with Walnut Creek Reads program to read the same book throughout the school

Summary

English Department members have attended academic literacy conferences, classes, and in-service trainings. In order to further academic literacy, English Department members must get other departments to continue teaching reading skills, vocabulary development, and writing skills. English Department members must further attend workshops on teaching of reading within heterogeneous classes. Most importantly, English Department members need TIME to revisit a study skills workbook or program and evaluate its effectiveness.

Math: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ Differential math level for lower levels ▪ Current balance of higher level math classes between math analysis and Pre-calc ▪ Three different levels of algebra 2 ▪ Improved communication with counseling ▪ Tutoring center closing the gap in achievement ▪ Collaboration of department including the sharing of teaching strategies, tests, and quizzes ▪ Improving technology with LCD's, Avervision, & class sets of graphing calculators & compass ▪ Adoption of lower level textbooks ▪ Workbooks for more classes ▪ Development of district wide assessment for Alg and Geo	▪ Inconsistent use of technology due to lack of resources ▪ Only 1 pre-algebra class, so if it doesn't fit schedule the student is placed improperly ▪ Poor higher level texts (pre-calc, and Calc AB) ▪ Accelerated math (students who fall behind need it but we don't use it, or don't use it properly) ▪ Intervention class is for CASHE students only ▪ Placement of students ▪ A pre-assessment test (we don't have a uniform approach, and we lack a consistent use of it) ▪ Collaboration with resource department
#2 Across the curriculum, a significant number of students demonstrate basic or below proficiency in essential academic literacy skills including reading, writing, computation and information literacy	▪ Tutoring program ▪ Teachers volunteer their time outside of tutoring center to work with students ▪ CST is on the official transcript	▪ Motivating students to take CST seriously ▪ students not placed correctly ▪ Reliance on calculator on non-calc. tests ▪ lack of classes for non-college bound students

Summary

Lunchtime and after school tutoring is having a positive effect on the achievement gap in math. Department members have increased collaboration and sharing of teaching strategies, tests and other curriculum. However, scheduling and technology issues contribute to inconsistent instruction (some teachers have technology, others do not), and some student's schedules require them to be placed in classes for which they are not prepared. Motivating students to take the STAR/CST seriously is an issue as is keeping non-college bound students motivated in math classes.

Science: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ Tutoring program has served students. ▪ Effective and formalized literacy classes. ▪ ELD and Resource classes still effective ▪ Freshman intervention meeting is formalized	▪ Syllabi from other departments ▪ We need to further investigate alternative teaching strategies to address the needs of all students
#2 Across the curriculum, a significant number of students demonstrate basic or below proficiency in essential academic literacy skills including reading, writing, computation and information literacy	▪ Some members of the department use writing as part of the assessment—look to making this a more standardized process department wide? ▪ Many of the "current findings" still hold true	▪ We need to develop rubrics for analysis of literacy skills in science.

Summary

We do include more literacy opportunities in our curriculum through reading and writing activities, however we would like to revisit ideas and where we've lacked follow-through.

Social Studies: – Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ Increased use of Blackboard (all teachers have BB courses automatically created for them now) ▪ Modified curriculum for social science created for most courses. ▪ World History students now take the CST tests the same year that they take the course, instead of the one-year gap ▪ Many staff development opportunities increase skills in working with students identified in CANs. (2 day literacy workshop November 2007; EL and SPED presentations; textbook reading workshop, New Orleans Spring 2008 ASCD conference, Summer Institute) ▪ World History, US history, US government, and economics textbook adoption in-line with California Standards. ▪ District Assessment tests in World, US and Gov./Econ. Help students write better by preparing outlines and practice writing throughout the year. ▪ All teachers have increased usage of technology in the curriculum; all Social Science classrooms have LCD projectors; department has Avervision document cameras available. ▪ Access to CST scores for data analysis	▪ Continued growth through staff development and conferences ▪ Focus more on primary document reading and analysis in non-AP classes ▪ Continued growth in developing writing skills and further analysis of the benefit of reduced class-size on student writing success ▪ SOS Handbook discontinued, but parts have been incorporated into the student planner ▪ Use CST data to inform teaching practices
#2 Across the curriculum, a significant number of students demonstrate basic or below proficiency in essential academic literacy skills including reading, writing, computation and information literacy	▪ Writing skills (including plagiarism and paraphrasing) addressed through continued use of Safe Assign software. ▪ Library includes citation guides to help students properly cite sources. ▪ Social Science teachers include reading comprehension in their assessments to better prepare students for CST tests ▪ SDAIE gov/econ offered each year. ▪ Staff regularly communicates with parents via email and Blackboard regarding student progress	

Summary

Department members have developed modified curriculum, attended staff development/trainings, and increased use of technology in the classroom (now that more of it is available). More literacy skills, such as writing, reading and researching strategies, are included in the curriculum. More staff development and focus on reading primary documents as well as continued growth in writing skills is needed.

Special Education: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ Reading/Writing Shadow group for Freshman English ▪ Formal daily period for collaboration ▪ Curriculum-based intervention for increasing achievement ▪ Communication with general education teachers ▪ Special Education representation on Student Review Team (SRT) ▪ Emphasis on self advocacy ▪ Transition services for work/career related activities and post secondary education	▪ Staff/student ratio has increased due to shortage of Instructional Assistants ▪ Continue to increase dialogue/collaboration with general education teachers ▪ Provide/improve programs and strategies for at risk/un-motivated students ▪ On going development of parallel/modified curriculum ▪ Need for more special education in-services with general education staff
2 Across the curriculum, a significant number of students demonstrate basic or below proficiency in essential academic literacy skills including reading, writing, computation and information literacy	▪ Improved performance on CAHSEE ▪ IEP meetings ▪ Parent/teacher/student conferences ▪ Professional development for Sp. Ed ▪ Number of special education students exited from program has increased ▪ Student profiles given to general education teachers at beginning of the school year ▪ Transition portfolios and transition assistance for post high school ▪ Job Shadowing activities offered after school ▪ Individual/ small group instruction in the Learning Skills classroom	

Summary

Increased time for departmental collaboration and individual small group instruction in the Learning Skills Classroom is an achievement. Communication with general education teachers and emphasis on student self-advocacy are positive changes. Special Education students have improved their performance on the CAHSEE, and the number exited from the program has increased.

Technical Education: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ All members of the department are senior-level instructors with advanced training and experience in their respective technical fields ▪ Tech Ed supports a higher number of non college/university bound students then other elective programs at Las Lomas High School. ▪ Some technical education programs receive the support of the Regional Occupational Program (ROP) and Carl Perkins funding, without which these programs would not exist in their current form. ▪ Each of the technical educational course offerings integrates core academics and motivates students by linking core academics to a student's interest. Example: reading and researching automotive trends or current models for an auto class, researching culinary trends, reading recipes required for a food lab, and so on.	▪ Increased technology training needed ▪ Textbooks for all students vs. sharing a classroom set for several periods. ▪ Access to SIP funding for elective classes. Technical education classes serve a high percentage of students who are below grade level in core academic areas, are listed on 504 and IEP plans, and various other needs, but no funding is allocated for these needs. ▪ Technical education teachers have historically been denied training and other opportunities that could help these at risk students.

Summary:

Tech Ed serves a very high percentage of Las Lomas' non college bound and below grade level students. Some support for these courses comes from ROP and Carl Perkins grants, but additional funding sources are needed. Tech Ed is denied money for classroom supplies and trainings by SIP, which focuses only on core classes. Additionally, Tech Ed classrooms could benefit from increased access to technology and teacher trainings.

Visual Performing Arts: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ The play selections and script analysis in Drama support the English curriculum. ▪ All VPA classes require written critiques, analysis of a work of art (master painting, theater piece, musical performance, students' own artwork) ▪ Discussion and written critiques involve use of subject-specific vocabulary & terminology (Elements and Principles of Art and Design, music terminology, etc.) ▪ Creation of digital portfolios in Digital Design including cover letters, resumes, reinforcing written language skills ▪ Script analysis in Theater Arts challenges the students' critical thinking and reading comprehension abilities ▪ VPA supports literacy (and?) lower performing students. ▪ Music literacy is closely related to language literacy; acquisition is similar to a foreign language. ▪ Math: ▪ Measuring/enlarging and reducing the size of artwork, using rulers, geometry tools, compasses in art and stagecraft classes. ▪ The "Rule of Thirds" in Digital Design Class ▪ Rhythm, application of fractions in time signature in music classes. ▪ Science: ▪ Physics: air holes and funnels arranged in such a way that air holes won't form in metal casting; Chemistry: mixing chemical proportions, color wheel – used in art classes. ▪ Theater: bending of light, subtractive mixing of color, acoustical science, creating special effects through electrical lighting	▪ More collaboration time between departments (release day) ▪ We are not aligned with other departments' writing guidelines. ▪ Obtain guidelines for general writing standards so we can reinforce them in our writing projects.

Visual Performing Arts: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ Art: Art History-related projects ▪ Music: musical performance inspired by cultural and geographic locations ▪ Theater: historical research of characters, costumes, sets	
2# Across the curriculum, a significant number of students demonstrate basic or below proficiency in essential academic literacy skills including reading, writing, computation and information literacy	▪ Art- students read and write about artists, brainstorming for projects, self-evaluation, written critiques, summaries, interpreting articles, synthesizing info., research. ▪ incorporating poetry and analysis into choir project ▪ Digital Design classes are utilizing textbooks – reading and responding, also research and writing projects. ▪ Use of text and music theory ▪ Gallery reviews ▪ Reading passages from art books or magazines, and students respond in journals ▪ Increased writing skills by adding research components to curriculum, ▪ We do emphasize written and oral defense of aesthetic opinions through writing activities and analysis of artwork	▪ Spend more time journaling and writing, reading for understanding. ▪ Software updates needed ▪ In-service/Collaboration time with LL English teachers to efficiently integrate more writing into our curriculum and to determine basic writing skills that Engl. Teachers see are a need. ▪ Make reading project-related hand-outs an opportunity to reinforce literacy skills ▪ Review Freshmen Study Skills handbook to familiarize ourselves with tools that will help students succeed ▪ Review basic math/measuring skills before students engage in proportion project

Summary:

The Visual and Performing Arts department addresses the Las Lomas CANs through creative project-based work, using a wide variety of subject matter and teaching strategies. Art, design, drama and music classes support core academic classes by reinforcing reading comprehension, vocabulary acquisition, writing (free response and reports/research), and math skills. Projects are tied in to historical contexts which helps create a cross-curricular learning environment. In addition, our classes teach creative thinking, problem solving, and organizational skills which support student learning in all academic classes.

World Language: Critical Academic Needs

Critical Academic Needs (CANs)	LL Achievements	LL Needs & Challenges
#1 Significant number of students whose achievement in Core Subject areas (English, Math, Science and Social Studies) is basic or below proficiency	▪ All teachers are experts in their fields- highly qualified ▪ Collaborate extensively with each other- sharing assessment tools, project ideas (this even occurs between different languages) ▪ Teachers are proficient in getting the students interested in the language as well as keep the curriculum high. ▪ Use of Internet, YouTube, etc to teach current events, watch international videos, create student-based projects, pen pals via Facebook	▪ Combination classes not meeting the needs of each student. ▪ Hispanic Native speaker is being ignored. Where did Spanish for Native Speakers course go? This is a need.
2# Across the curriculum, a significant number of students demonstrate basic or below proficiency in essential academic literacy skills including reading, writing, computation and information literacy	▪ Need to continue to reinforce basic language skills in all levels.	▪ Computer lab. Computer lab is often full. More access for students to computers. We have a lab and the library (neither has sufficient number of computers for a full class). Computer lab tech does a great job, but needs more resources.

Summary:

All World Languages at LL help students succeed across the board in all of their other subjects. Teachers constantly collaborate with each other in order to help their students succeed. Teachers constantly use technology to enhance student learning.

CHAPTER FOUR
Focus Group Areas

Introduction

The development and writing of this Self Study chapter is the result of monthly and bi-monthly Focus Group and Home Group meetings throughout the 2009-10 and 2010-11 school years. Home Group members included parents, students and classified and certificated staff members. Focus Group and Home Group work was conducted through the lens of our ESLRs and our three new and improved Critical Academic Needs.

In meetings, groups analyzed disaggregated data, demographic data, and stakeholder survey data. Some staff members also conducted classroom observations during their prep periods.

Focus Groups identified Las Lomas' strengths and weaknesses and provided evidence to support those findings as they relate to each Focus Group's criteria questions. Focus Groups also provided a brief summary of each criteria question. The detailed work of each focus group is listed on the pages that follow.

A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A-1

- **To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?**

Findings	Evidence
The district and principals craft a Single Site Plan is developed by district personnel and the principals	▪ Approved by Site Council ▪ Approved by School Board
All stakeholders took part in drafting and developing ESLRs and CANS and reviewing the Mission Statement	▪ Focus and Home Group meeting minutes ▪ Revised ELSRs ▪ CANS ▪ Mission Statement
All stakeholders participated in drafting, developing and writing WASC report	▪ Revision and drafting of mission statement, ESLRs, and CANs ▪ Analysis of data by departments and Focus Groups ▪ Focus Group findings Chapter IV ▪ Development of departmental action plans based on CANs and ESLRs.

A-1 continued

- **To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?**

Findings	Evidence
AUHSD and Statewide standards and benchmarks drive school wide curricula	▪ District wide courses of Study ▪ District wide grading policy
Instructional Council, Department meetings, and Professional Collaboration meetings allow for staff feedback, collaboration, and input into school wide goals and plans	▪ Instructional Council meeting minutes ▪ Department meeting minutes ▪ Professional Collaboration summaries
Assessment is aligned in some departments	▪ Common final exams in Social Studies and Math ▪ District-wide meetings to develop subject area grading practices ▪ Release time given to grade Social Studies assessments
District personnel respond to teacher feedback regarding programs and policies	▪ District revisiting the social studies district assessments due to teacher feedback

Findings	Evidence
Classroom technology installed district wide	▪ Extron Systems, microphones ▪ Computers in classrooms, printers in common areas ▪ ITouch, IPad, and Smartboard pilot programs in specific departments
Budget cuts and staff reductions have occurred throughout the district	▪ Increased class size ▪ Reduction of some programs (number of as our CAHSEE intervention class options)
District courses of study are unwieldy in some subject areas and may require editing	▪ difficult to cover entire course content in the span of a semester or year
Some district policies require broader clarification for all teachers.	▪ AP grade changing to match with test score, community service requirements, research paper guidelines

Question A-1 Summary: Las Lomas has clearly defined school wide ESLRs and CANs based on student needs as determined by our student data and stakeholder feedback. Our mission statement supports the delivery of quality instruction and addresses school wide CANs. With support from the District, Las Lomas has expanded its programs such as SIP school wide tutoring, freshman and sophomore support programs, and ELD and CAHSEE prep classes to help meet the needs of all students. The district and site administration support the CANS and ESLRs by helping campus leaders to direct, develop, and fund new programs as well as by providing the technology needed by teachers to address the CANs and ESLRs effectively. Our current state budget crisis has impacted our school as evidenced by increased class sizes and the reduction and/or elimination of some educational programs.

A-2

- **To what extent does the governing board delegate implementation of these policies to the professional staff?**

Findings	Evidence
Superintendents meet regularly with school administrators to discuss goals and needs. Information disseminated through staff and department meetings	▪ Meeting agendas
Associate Superintendent meets with district department chairpersons in each curricular area every month, agenda items set by teachers and district personnel	▪ Meeting agendas
Instructional Council discusses school issues brought to them by teachers and the district and disseminates information at department meetings	▪ Department meeting minutes
Teachers have freedom within district courses of study to address curriculum in creative ways	▪ Course of study/district guidelines ▪ English teachers choose titles/curricular choices to deliver content ▪ Flexibility in the Social Studies District Assessment Essay evaluation process
Site council disperses SIP funds based on student needs	▪ Site Council meeting minutes
Our students have different needs than those at other AUHSD campuses in all subjects	▪ STAR scores and semester grades ▪ Vertical articulation with WCI suggests not all incoming freshmen are ready for Algebra 1 ▪ Demographic and language diversity requires more levels of content area coursework

A-2 continued

▪ **To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Education Association (LEA) plan?**

Findings	Evidence
District evaluates data/formulates a single site plan for improvement every two years which is approved by School Board and Site Council	▪ STAR test scores ▪ Single Site Plan

Question A-2 Summary: Acalanes Unified High School district has a process in place to allow for communication between all stakeholders to support student learning and school achievement. The Single Site plan is formulated by the district office and site administrators based on CST and other data and approved by the campus Site Council and the School Board. Special support is needed here at Las Lomas due to our special populations served by SIP funds and our ELD program.

A-3

- **To what extent based on student achievement data does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

Findings	Evidence
An evaluation of progress report trends led to the development and recent implementation of the freshman at-risk assistance program known as the Student Support Program	▪ Parents and students invited to an overview of the program before participating ▪ Teachers meet with students twice a week after school for consistent curricular support ▪ Program has expanded to include a sophomore level program
Counselors identified freshman students as needing transitional support and instituted a freshman family support night	▪ Occurs after the first six week progress report
The Single Site plan identifies ELL goals based on CAHSEE and CST scores	▪ Sheltered ELD classes in English, Social Studies, and Science

Question A-3 Summary: A variety of programs are being developed and piloted in order to address the needs of our underperforming students and language learners. These programs are based on the analysis of testing data and report card grades and teachers and administrators collaborate to develop, run, and assess the success of these programs.

A-4

- **To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?**

Findings	Evidence
Principals and district personnel meet to formulate Single Site Plan every two years	▪ Approved by School Board ▪ Approved by Site Council of school stakeholders
Principal reviews plan with Instructional Council of department heads	▪ Instructional Council meeting minutes
Departments review STAR testing data by subject area to compare results and collaborate on improvements	▪ Department meeting agendas

Question A-4 Summary: District personnel, administrators, teachers, classified staff, students, and parents are all included in the review and improvement of our single site goals and programs related to student achievement and school improvement.

A-5

- **To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

Findings	Evidence
Staff participate in a number of professional conferences held throughout the year, including, but not limited to the following:	▪ ASCD, NTSA, CUE ▪ ACTFL (Foreign Language) ▪ NASSP (administrators) ▪ PLC – Phoenix, Feb 2011 ▪ AP conferences ▪ Conferences funded with SIP funds assist special student populations
The district provides technology seminars for teachers on prep periods, after school, during school hours	▪ District technology seminar calendar
The district provides for professional development days such as Institute day and Summer Institute to allow for professional development and teacher collaboration	▪ Teacher driven menu of sessions during Institute Day ▪ With State budget crisis, these days have been reduced in the past few years
Teachers are provided monthly sessions for professional collaboration on campus	▪ Professional Collaboration reports

Question A-5 Summary: Staff members utilize SIP funds and other funding sources to attend professional conferences each year. In addition, district sponsored trainings are held during the summer, during school days, and after school to address curricular concerns such as technology. Professional development days have been cut as of this school year due to our current state budget crisis.

A-6

- **To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent fo the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

Findings	Evidence
Department funds are spent according to department needs, with supplemental funds coming from the Parent Club, WCEF, and other school and district sources	▪ Department budgets ▪ Purchase orders
SIP funds are allocated by Site Council members based on written requests by staff members	▪ Site Council meets monthly and includes stakeholders from all groups: teachers, administrators, classified staff, parents, and students ▪ All requests approved by district
District monies are spent according to the School Board approved budget	▪ District budget ▪ School Board meeting minutes
Due to the state budget crisis, financial resources are not sufficient to fund all programs fully	▪ Class sizes have increased ▪ 5 furlough days are in place ▪ SIP budget has been reduced ▪ Measure A Emergency Education Act helped prevent massive layoffs ▪ Measure E Bond passed to upgrade technology in all classrooms

Question A-6 Summary: District and school budgets are supplemented with funds from a variety of community sources. The recent state budget crisis has impacted our school through increased class size and furlough days as well as lost professional development time and a decrease in SIP funding received from the state.

CURRICULUM

B-1

- **To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the ESLRs?**

Findings	Evidence
School curriculum is challenging for all students	▪ Classes are designated college preparatory and meet UC/CSU A-G requirements ▪ Curriculum is geared towards reaching the honors or AP programs ▪ Master Schedule ▪ Most Elective Courses offered in district
We offer support for struggling students	▪ ELD classes are divided into 5 levels ▪ Resource Program ▪ SIP funded tutoring ▪ Peer tutors available through the Career Center ▪ Student Support Program for freshman and sophomore level students ▪ Summer school ▪ Algebra A and B ▪ SDAIE classes in Social Studies, English, and Science departments ▪ SIP funding for programs and supplies that support struggling students ▪ CAHSEE Intervention classes ▪ SRT process
API scores are increasing	▪ API increased by six points in 2009-2010
Percentage of students graduating and percentage of students going on to college is high	▪ 99 % Graduation rate 2009-2010 ▪ 98% of graduating seniors in 2009-2010 attending a 2-4 year college institution
The number of students taking AP courses is increasing	▪ 408 students took AP tests in 2010 ▪ AP Scores listed in WASC report Chapter 1
Students take courses beyond minimum graduation requirements	▪ Student transcripts ▪ Master Schedule
Student needs/interests drive the process of determining electives and number of sections offered each year	▪ Master scheduling and class registration processes
There is a concern about our students who are not mentally or emotionally ready to learn	▪ Motivation is an is an issue with some groups of students ▪ The increased acquisition of academic study skills by students is a priority for many stakeholders ▪ These are addressed in our revised CANS

Question B-1 Summary: Las Lomas offers a variety of courses to meet the needs of the entire student population. While a large percentage of students take courses beyond graduation

requirements, some students are not college bound. Since the last self study, courses and support services have been added to address needs of lower performing students on standardized tests, in classes, and after graduation. The motivation and study skills of our underperforming students are a concern among stakeholders and this is addressed in our Critical Academic Needs.

B-2

- **To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**

Findings	Evidence
Counselors aid in creating ILPs	▪ All students are assigned the same counselor throughout their 4 years at Las Lomas to advise them in course selection, college and career planning.
Students have access to a variety of curriculum	▪ AP classes are not restricted ▪ No formal tracking in all classes ▪ Students choose their schedules ▪ Wide variety of elective courses ▪ ROP courses and a range of electives determined by student need/interest
Personalized support is available to students	▪ SIP funded tutoring ▪ Student Support Program ▪ Career Center ▪ Counseling center ▪ Classroom visits by counselors ▪ Counselors meet with every student, every year ▪ Resource Program ▪ Independent Study Program ▪ Home Hospital Program ▪ Crisis counselor ▪ Health Office
Teachers use a variety of teaching techniques to reach out to all students' learning styles	▪ SDAIE ▪ Technology pilot programs in specific departments (SmartBoards, iTouch devices)
Senior Project	▪ Research paper ▪ Mentored by outside professionals and the English Department
ELL students could benefit from a more focused ILP process and ongoing support	▪ STAR scores ▪ CAHSEE scores ▪ Literacy classes eliminated due to budget cuts ▪ Increased class sizes due to budget cuts

Question B-2 Summary: Las Lomas continues to offer a variety of support services to all grade levels. While the services are aimed at meeting the needs of the entire student body, there is still a need for more electives, services and programs to better address the needs of ELL students, non-college bound students, and low achieving students.

B-3

- **To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

Findings	Evidence
98% of our students graduate and go onto college	▪ 2010 graduation is 99% ▪ 64% of graduates meet A-G requirements ▪ Graduation rates ▪ CAHSEE test scores
Our students show high achievement in comparison to comparable schools	▪ Awards include: National Blue Ribbon School, California Distinguished School, listed in Newsweek as One of America's Top Schools ▪ API and AYP ▪ Our district is ranked #1 in California ▪ STAR test scores ▪ CAHSEE test scores
Alternative methods available for making up deficient grades	▪ Night classes/intercessions ▪ DVC ▪ Summer School
Intervention and other support courses	▪ Math Intervention ▪ SDAIE in English, Social Studies, Science ▪ ELD classes ▪ Student Support Program ▪ SIP funded tutoring
Variety and frequency of communication with counselors and parents	▪ Progress reports ▪ Email ▪ Voicemail ▪ Blackboard ▪ Counselor, teachers, and administrators are available to meet with parents

Question B-3 Summary: Although most students qualify to graduate on time, some must enroll in night school, summer school or DVC to make up deficient grades. Tutoring and intervention courses are available during the school day to assist students struggling in certain subjects. Although these programs have helped many students in the past, there is still a need to make additional support courses, especially in reading, writing and study skills, available to students.

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C-1

- **To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?**

Findings	Evidence
All students are engaged in standardized testing	▪ STAR test scores are reported to parents and are listed on official school transcript ▪ District-wide Math and Social Studies assessments
Students are expected to complete homework, take quizzes, tests, and complete other types of assessment on a regular basis	▪ Class Syllabi ▪ Student work samples ▪ Teacher assessments
Students are aware of academic standards and ESLRs.	▪ Teacher rubrics connected to standards ▪ Standards and ESLRs posted in classrooms ▪ ESLRS listed in planners given to each student every year
All students are challenged to enter several competitions per year in many disciplines.	▪ Ford/AAA troubleshooting contest: LLHS students were awarded first place ▪ Students entered and placed in the Congressional Art Contest ▪ Wood Technology Students are challenged to enter Contra Costa County Fair competition where over 15 Las Lomas students competed, taking first, second, and third place awards in wood-turning competitions ▪ American Mathematics Contest: approximately 100 LL students participate in this annual national test ▪ Academic Decathlon ▪ Mock Trial ▪ Science Club
There is a concern about the correlation between GPA and STAR test scores	▪ Student GPAs ▪ Student STAR test scores ▪ Department meeting comparisons of individual students' scores vs. class grades

Question C-3 Summary: Students at Las Lomas encounter a challenging curriculum with opportunities to excel both in the classroom and community. The school is working to ensure a greater correlation between student GPAs and their STAR test scores.

C-2

- **To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them to succeed at high levels?**

Findings	Evidence
Teacher are knowledgeable in their content areas and current teacher methodology	▪ 100% of campus teachers are credentialed in their subject areas ▪ Staff Development and Collaboration:
All students are provided with opportunities to demonstrate mastery of a concept	▪ Student work samples ▪ Peer teaching
Curriculum delivery is adjusted to address the specific needs of students	▪ SDAIE (English, Social Studies, and Science) ▪ ELD classes ▪ Resource Program ▪ CAHSEE Intervention class
Group work is used to demonstrate learning	▪ Urban planning project student samples ▪ Geometry class landscape architecture project ▪ Middle East Peace Project ▪ GMO Agriculture Project ▪ Human Rights Project ▪ Debates/Speeches ▪ Group Essays ▪ Science Labs ▪ Studio Art ▪ Theater Arts ▪ Music ▪ Country Projects (World Language)
Senior students are mentored through a project based learning experience	▪ Senior Project
Electives provide creative challenges.	▪ Auto Tech, Media Studies, Woodshop, Public Speaking, Journalism, Music Theory, Drama, Computers, Foods, Language
Support students who experience challenges with curriculum	▪ Lunch and after school tutoring
Teachers encourage students become more involved in their school experience and education	▪ Creative Writing partnership with Murwood Elementary ▪ Advocacy Day ▪ See Chapter 1 for more examples
Field trips provide students access to academic subjects outside the classroom	▪ San Francisco multi-cultural ▪ Museum visits (Art, Japanese, Spanish, French, Social Studies, Academic Decathlon) ▪ Language Institute

Students exposed to authentic life experiences from professionals and visiting speakers	▪ Career Day speakers ▪ Classroom guest speakers such as FBI Agents, engineers, health professionals ▪ Model UN & Mock Trial ▪ Clubs ▪ WonderCup Physics Competition

Question C-2 Summary: Students at Las Lomas are provided with many and varied opportunities to learn and achieve. Mentors both on campus and off assist students as they synthesize concepts and produce high level works that reflect their depth of understanding. Student with special needs such as Language Learners are given support both in the classroom and through programs such as the SIP funded tutoring program.

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D-1:

- **To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

Findings	Evidence
The community is notified of school standardized test scores	▪ STAR test scores are reported to parents & listed on official school transcript ▪ District website posts AP, STAR test results, individual school scores, % of students passing exit exam ▪ API scores are reported by the district and school on websites and electronic newsletters
Parents are notified of grades, absences, and tardies	▪ Progress reports and report cards ▪ Automated phone message for daily class absences and/or tardies ▪ AP contact for excessive absences and/or tardies (SARB)
Counselor and the Career Center provide information on college readiness, requirements for acceptance.	▪ Counselors meet with every student every year ▪ Counselors come to all senior classes to discuss high school graduation requirements and college requirements regarding classes, units, and transcripts ▪ Annual Financial Aid workshop ▪ The College/Career center holds individual college visits for students and parents to meet with college representatives
There are multiple ways for families to receive school information and have their questions answered	▪ School and district websites ▪ E Boletin ▪ Daily bulletins posted on school website ▪ PTSA meetings and communications ▪ 'Mornings with Matt' monthly drop in meetings with the principal ▪ Appointments with individual counselors, teachers, and administrators
Parents request increased communication with teachers regarding assignments and student progress/grades	▪ Increase the use of Blackboard and/or individual teacher websites for the posting of assignments ▪ Increase the use of Blackboard to regularly post grades for families to view

Question D-1 Summary: Las Lomas uses a variety of electronic, mail, and personal contact methods to make school information available to the community. Parents would like teachers at the school to consistently use the district Blackboard site to post assignments and grades.

D-2

- **To what extent do teachers employ a variety of strategies to evaluate student learning?**
- **To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress for every student?**

Findings	Evidence
Teachers deliver summative content assessments in a variety of forms	▪ Menu of option for projects, reading choices ▪ Multiple assessment methods: individual and group projects and presentations, lab practicals, art and other media work products ▪ Multiple testing methods: oral exams, partner tests, diagram, essay and multiple choice options on exams
Formative assessments drive unit timelines	▪ Improved concept comprehension due to reviews, and assignment
Teachers compare grades to standardized tests within each discipline to further refine teaching	▪ Within department meetings, teachers review STAR scores vs. student grades ▪ Departments review STAR scores by topic area and collaborate on lessons in weak areas ▪ District assessments in Social Studies and Math ▪ Unit assessment item analysis scantron machine option
Teachers suggest/recommend master schedule options based on their professional collaboration/assessment of data	▪ SDAIE classes English, Social Studies, and Biology ▪ Based on analysis of grades of the greater student population vs. ELD students in those courses

Question D-2 Summary: Teachers at Las Lomas use a variety of formative and summative assessments in order to allow students every opportunity to show improvement and mastery of content. When possible, master schedule changes are made to accommodate the needs of specific groups of struggling students.

D-3

- **To what extent does the school -- with the district and community -- have an assessment and monitoring system to determine student progress toward achievement of the academic standards and expected schoolwide learning results?**

Findings	Evidence
Site Plan formulated every two years to address student achievement	▪ District personnel and principals collaborate to create the SP ▪ Approved by the Site Council and School Board ▪ The goals address student needs based on standardized testing data ▪ It is evaluated and adjusted every two years
District reports standardized testing data and the school analyzes this data	▪ STAR test scores ▪ API scores ▪ AP scores ▪ CAHSEE scores ▪ CELDT scores ▪ Comparison of scores by teachers in department meetings ▪ School discusses overall trends in staff meetings
District administers district wide assessments in some subject areas	▪ District finals in Math and Social Studies ▪ Teachers given release time to create rubrics and grade assessments
Senior students complete a culminating graduation project called the Senior Project	▪ Outside mentors assist individual students ▪ Progress is monitored and the final project evaluated by the English Department
School has a referral program called the Student Review Team to assist struggling students	▪ Any staff member can refer a student to SRT ▪ SRT members gather information from teachers and meet with student and parents to formulate a plan to address needs ▪ SRT can also refer/recommend student for special education/resource testing or an intervention plan ▪ SRT follows up with students regarding improvement/progress

Question D-3 Summary: The Site Plan is formulated by the school and district personnel to improve student achievement as measured by standardized testing data. District wide assessments are currently administered in some content areas and being developed/discussed in others. A Student Review Team allows members to recommend individual students for further intervention, remediation, and support services.

D-4

- **To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation, and improvement and usage of resources?**

Findings	Evidence
Student achievement and standardized testing drives master scheduling	▪ CAHSEE Intervention classes ▪ SDAIE classes offered in Social Studies and Biology ▪ ROP courses ▪ AP course offerings
Funds are used to support school achievement goals	▪ SIP funding ▪ Technology pilot programs targeting specific content areas/student needs
Elective courses and other specific courses require more funding to meet student needs	▪ The science dept. shared annual budget to cover needs of Foods classes
Budget cuts due to the state budget crisis are impacting school funding sources and school programs	▪ District budget has decreased ▪ SIP funding has decreased ▪ 5 furlough days ▪ Increased class size ▪ Reduction of some programs

Question D-4 Summary: Classes and academic support programs are offered based on student achievement, needs, and requests. Due to the state budget crisis, our school funding sources have been affected and our ability to address student needs has diminished.

E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC SUPPORT

E-1:

- **To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

Findings	Evidence
Parents hold positions on school committees	▪ Site Council ▪ WASC focus groups
Parents are involved in the implementation of support service students	▪ SRT meetings ▪ Intervention plans ▪ IEPs for Special Education students ▪ 504 Plan for designated students
Parents are invited to attend and participate in campus activities	▪ Every 15 Minutes & Secrets Assemblies ▪ Career Day ▪ Job shadowing ▪ Sacramento Lobby Day ▪ PTSA sponsored parent workshops ▪ ELD Open House ▪ Freshman Support Night ▪ Freshman Parent Night ▪ Academic and College Planning Night ▪ Senior Night ▪ International Night ▪ Back-to-School Night & Open House ▪ Monthly Special Education Support Night
Parents are involved in parent groups that support the school	▪ Healthy Choices Committee ▪ PTSA ▪ Boosters Club
Parents volunteer on campus	▪ Career Center ▪ Class Advisors ▪ Activities chaperones ▪ Copy Room ▪ Final Exam week 'Finals Fuel'
Administrators, counselors, and teachers are available to parents and students	▪ Administrators and counselors have open door policy with parents, students, teachers ▪ Teachers respond to email and phone messages in a timely manner, and schedule meetings with parents/students
The school could investigate other ways to involve parents in the educational process	▪ Student Support Team ▪ Tutoring ▪ Classroom prep (Foods, Science)

Question E-1 Summary: Parents are involved in a variety of capacities on campus, both working directly with students and supporting them by attending events and assisting with school activities. However, there is a desire to include them in our school wide programs that address the needs of our lower performing students.

E-2

- **To what extent is the school a safe, clean, and orderly place that nurtures learning?**

Findings	Evidence
Incidences of violence are rare on campus	▪ Suspensions and referrals data (see Chapter 1 of WASC report) ▪ We employ two full time Campus Supervisors to improve student safety on campus
Custodial staff maintain campus grounds and efficiently attend to campus needs and emergencies as they arise	▪ Campus grounds are landscaped and maintained ▪ Classrooms are cleaned regularly ▪ Work orders are addressed in a timely fashion ▪ During Summer 2011, the district will be renovating and adding student restrooms to the eastern end of campus ▪ Due to budget cuts, our custodial staff has been cut
The library is open for students beyond school hours	▪ The library has instituted extended hours
Students and parents are held accountable for attendance	▪ Automated phone calls home for absences and tardies ▪ Student Attendance Review Board (SARB)
The Safe School Ambassador program has contributed to a positive tone on campus	▪ Students trained to identify and deal with incidences of bullying
Some policies need greater clarification and/or more consistent enforcement	▪ Dress code ▪ Cell phone/Ipod

E-2 continued

- **To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement**?

Findings	Evidence
The Site Plan addresses areas for school improvement	▪ Driven by STAR scores ▪ Updated and revised every two years ▪ Created by principals and district personnel ▪ Approved by Site Council and School Board
Teachers are qualified to teach their subject area courses	▪ 100% of teachers possess and maintain credentials in their content area
Each course follows a district course of study and addresses the state content area standards	▪ District courses of study ▪ Class syllabi ▪ State content area standards
Courses offered are college preparatory	▪ Graduation requirements meet the A-G requirements for UC/CSU admission
School support programs are in place to address the needs of students.	▪ CAHSEE Intervention classes ▪ SDAIE classes offered in Social Studies and Biology ▪ ROP courses ▪ AP course offerings ▪ SIP funded tutoring ▪ Student Support Program ▪ Crisis counselor
The school enforces our district wide Academic Honesty Policy	▪ Created by district committee with stakeholder input ▪ Approved by the School Board ▪ Holds students accountable for their work with clear expectations and consequences regarding cheating
The school community strives to establish common ground between colleagues	▪ Professional collaboration time ▪ District content area meetings ▪ BTSA program ▪ Team building is an area teachers would like to improve upon to benefit our students
There is a need to encourage increased student responsibility and service on campus and in the community	▪ "Do the Knight Thing" ▪ Monthly LL Character Recognition Award ▪ Safe School Ambassador program ▪ Jefferson Service Award

Question E-2 Summary: Las Lomas maintains a safe environment. Teachers and staff work together to provide a quality educational experience. Many programs are in place to encourage student growth and provide student assistance and support.

E-3

- **To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**

Findings	Evidence
Students have consistent access to their counselors, teachers, and administrators	▪ All students meet with their counselor once every school year for academic/career planning ▪ Teachers are available before and after school and by appointment for support ▪ Administrators and counselors have an open door policy to address student concerns
Students can be referred to a variety of programs and offices for additional support services	▪ SRT ▪ SIP funded tutoring ▪ Peer tutoring ▪ Student Support Team ▪ Intervention plan ▪ Resource program ▪ Special Education ▪ Home Hospital Program ▪ Continuation school ▪ Crisis counselor ▪ Health office ▪ Career Center

Question E-3 Summary: There are a variety of services, programs, and offices available on campus to address student needs and to help ensure their academic success.

E-4

- **To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Findings	Evidence
Students can be referred/refer themselves for the following resources:	▪ Counselors ▪ Crisis counselor ▪ Psychologist ▪ Health Office ▪ Student Review Team ▪ Safe School Ambassador program ▪ Clubs
Students have access to the following resources:	▪ Career center ▪ Sports teams ▪ Extended library hours ▪ SIP funded tutoring
Students may not be familiar with all the services offered by the following resources:	▪ Counselors ▪ Crisis counselor ▪ Psychologist ▪ Health Office ▪ Career center ▪ Sports ▪ Extended library hours

Question E-4 Summary: Student academic and personal support services are available through many offices at our campus. However, we can work to improve how we deliver information about the programs available to the students and their families.

CHAPTER FIVE
Action Plan

Introduction

Identification of our three new Critical Academic Needs and our refined ESLRs is a result of Focus and Home group findings. These Groups examined school, district and statewide data and survey information, conducted classroom observations, administered surveys to stakeholders, and analyzed our school wide extracurricular and support programs. To address the issues indicated by Home and Focus Groups analysis, stakeholders developed School Wide Action Plans with specific goals that address each of our three CANS as the final chapter of our Self Study Report.

The first section of the Action Plan that follows is a school wide plan which includes goals and timelines for the entire school. Individual departments developed their own more detailed action plans – contained in the second portion of the following Action Plan -- for each of the three CANS to help define needed instructional strategies, resources and maintain a steady plan for addressing all three CANs.

Las Lomas High School

School Wide Action Plan
January, 2011

School Wide Action Plan

CRITICAL ACADEMIC NEED CAN #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.

GOAL:

To support student access to the curriculum and enhanced learning by providing students and staff needed support systems.

RATIONALE:

The acquisition and development of academic skills will serve as a resource for our targeted student populations to support the pursuit of academic achievement.

GROWTH TARGETS:

1. Increase CST Scores by 5% annually
2. Increase CAHSEEE passing rate by 5% annually
3. Distribute end of year teacher, student and parent surveys to gauge perceived program effectiveness

School Wide Action Plan – Critical Academic Need CAN #1:

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Develop a School wide comprehensive program outlining essential learning skills all students should possess	▪ Instructional Council ▪ Administration	▪ Staff Development Time	▪ Feedback from staff and admin to on completed program	Beginning August 2011	▪ Staff meetings ▪ Emails ▪ Mornings With Matt – monthly meetings with parents ▪ eBoletin ▪ Instructional Council to departments
2. Develop new "SOS" Study Skills binders/handbooks for all departments	▪ Designated teacher/leader experts ▪ Administration ▪ Instructional Council ▪ Committee Assigned to Lead School	▪ Staff Development Time ▪ Professional Collaboration	▪ Feedback from staff/admin on completed binder/handbook	August/September 2011	▪ Staff meetings ▪ Instructional Council ▪ Email ▪ Student Grades
3. Departments collaborate to discuss lesson plans that incorporate the essential learning skills into specific topic areas	▪ Departments	▪ Staff Development time ▪ Summer Institute ▪ Department meeting time	▪ Analyze Data from CST scores, CAHSEE scores, student homework assignments ▪ Dept. Collaboration/Feedback from staff ▪ Parent Survey	First Semester 2011	▪ Staff meetings ▪ Instructional Council ▪ Email
4. Pilot Learning Skills/SOS program School wide	▪ Teachers	▪ Professional Collaboration, as needed	▪ Evaluation of testing data ▪ Discussion of feedback surveys from parents, teachers & students	Beginning August 2012	▪ Instructional Council ▪ Staff meetings ▪ email

School Wide Action Plan

CRITICAL ACADEMIC NEED #2:

Increase proficiency level of ALL students at basic or below on CST in core Subject areas to help close the achievement gap.

GOAL:

For all students at Las Lomas High School to demonstrate increased academic achievement in core subject areas as measured by CST results.

RATIONALE:

Analysis of CST test results, input from various stakeholders and evaluation of the Las Lomas High School core curriculum indicate that a number of subsets of students are achieving basic or below in core academic areas.

GROWTH TARGETS:

1. Increase the percentage of Algebra I, Geometry and Algebra II students scoring Proficient and above by 10% on the 2010 CST, using the 2010 CST results as the baseline.
2. Increase the percentage of students scoring Proficient and above by 5% on the 2012 CST, using the 2010 results as a baseline.
3. Increase the percentage of Biology, Chemistry, Earth Science and Life Science students scoring Proficient and above by 5% on the 2012 CST, using the 2010 results as the baseline.
4. Increase the percentage of World History and U.S. History students scoring Proficient and above by 5% on the 2012 CST, using the 2010 results as the baseline.
5. All students in the class of 2012 will pass the CASHEE by June 2012.

School Wide Action Plan – Critical Academic Need #2:

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Develop Professional Learning Communities (PLCs)	▪ All Staff	▪ Attendance at February 2011 PLC Conference in Phoenix	▪ Instructional Council Mtgs. ▪ Department Collaboration on Late Start Wed. ▪ CST Scores ▪ CAHSEE Scores	2011-2012	▪ Report to school site council ▪ Report to board in yearly update on progress of goals ▪ Staff meetings ▪ Department Meetings
2. Freshmen after school Support Program (Tutoring, Study Skills, Organizational Literacy)	▪ After School Tutoring Committee (teacher volunteers)	▪ Funding ▪ Collaboration Time for Tutoring Committee ▪ Existing literacy curriculum	▪ Weekly check in ▪ Progress reports ▪ Test and Assignment scores ▪ Quarter/semester grades ▪ Observations	Roll Out Fall 2010	▪ Staff Meetings
3. Summer Institute sessions focusing on raising CST scores in core academic areas	▪ District Staff ▪ LLHS Staff	▪ Funding ▪ District Offering Summer Institute	▪ Grades/Report Cards ▪ Test Scores	Summer 2011-2013	▪ Grades ▪ Test Scores

School Wide Action Plan

CRITICAL ACADEMIC NEED CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

GOAL: Identified students will demonstrate increased motivation and performance in all courses.

RATIONALE: Las Lomas' mission is to support and meet the individual needs of all students.

GROWTH TARGETS:

1. Performance measured by CST, CAHSEE, AP
2. Individual student quarter/semester grades, report cards
3. Motivation: Obviously this is hard to measure. How can the motivation for academic success – which has many different factors that the school cannot control -- be measured? Despite this challenge, we are committed to utilizing school resources and establishing programs that will aid our student's motivation. Although linking motivation to student academic performance is a complex undertaking, we will engage in staff conversations, staff development, and dialogue with our students and parents to address the complex issue of motivation and student achievement. Even though we cannot record motivation or measure it with test scores, our staff is willing to engage in conversations to help us understand the link between student motivation and student achievement and develop solutions to address this concern.

School Wide Action Plan – Critical Academic Need CAN #3:

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Identify students lacking motivation and who have sub par performance	▪ Teachers ▪ Counselors ▪ Administration ▪ Parents	▪ Collaboration Time ▪ SIP Funds for release time/collaboration ▪ Staff Development Time	▪ Develop criteria to identify students in this group ▪ List or database of identified students	Ongoing beginning Fall 2011	▪ Communication with staff (Instructional Council minutes)
2. Review and modify course offerings and course curriculum/guidelines	▪ Teachers ▪ Administration ▪ District Personnel ▪ Counselors	▪ Multiple course funding options (District/WCEF) ▪ Funding from SIP/PTSA ▪ Other schools shadowing/observations	▪ Course enrollment numbers	Ongoing beginning Fall 2011	▪ eBoletin ▪ Principal's email/newsletter ▪ Mondays with Matt ▪ School/Community Meetings
3. Provide differentiated instruction and encourage teacher growth in those areas	▪ Teachers ▪ Administration ▪ Counselors ▪ Special Education	▪ "Experts" and Conference Attendance ▪ Staff Development Time ▪ Access to Educational Research ▪ SIP/District Sources	▪ Quarterly Collaboration in which teachers report progress ▪ Administration collaborates regarding class/student observations ▪ Conference Attendance	Ongoing beginning Fall 2011	▪ Communication with staff ▪ Faculty Meetings ▪ Instructional Council ▪ Department Meetings

Las Lomas High School

Departmental Action Plans
January, 2011

Counseling/Psychology Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

GOAL: Increase number of students passing courses with grades of C minus or higher.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Develop individual student action plans for those identified as in need	▪ Counselors ▪ School Psychologist ▪ Teachers	▪ Intervention Plans ▪ Follow ups with students/parents ▪ Progress Report meetings	▪ Percentage of progress report ▪ Achievement of semester grades of C- or higher	Ongoing	▪ Overall percentage of students with C- or higher

Counseling/Psychology Department Action Plan for Critical Academic Need #2

CAN #2: proficiency level of ALL students at basic or below in Core Subject areas to help close the achievement gap.

GOAL: Improve graduation and four year college eligibility rates

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

Counseling/Psychology Department Action Plan for Critical Academic Need #2 -- Continued

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Develop individual student action plans for those identified as in need	▪ Counselors ▪ School Psychologist ▪ Teachers	▪ Intervention Plans ▪ Follow ups with students/parents ▪ Junior/Senior appointments ▪ 8th Grade Parent/student appointment	▪ CST Scores	Ongoing/ Yearly	▪ Comparison of CST Scores each year

Counseling/Psychology Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

GOAL: Improve the learning environment and performance of all students.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Develop individual student action plans for those identified as in need	▪ Counselors ▪ Psychologist ▪ Safe School Ambassadors Program	▪ Intervention Plans ▪ Meetings with students ▪ Progress report D/F lists ▪ Discussion: paths/choices with current choic-es/performance	▪ Semester grades	Each Semester beginning fall 2011	▪ Compare avg. GPA year to year and in each discipline ▪ Compare average CST year to year and in each discipline

ELD Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

GOAL: Continue to provide English Language Learners with essential learning tools to aid in their acclimation into a challenging high school setting. Our students will exit the ELD program equipped with essential literacy, test-taking, reading, writing, and study skills. We will focus on differentiated teaching strategies to insure all students, regardless of language and cognitive proficiency, acquire the skills necessary to succeed in high school and beyond.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Continue evaluating our classroom materials to insure they are most effective for our students	▪ Department Chair ▪ Department members	▪ Publishers (Hampton Brown, Oxford) ▪ ELD workshops ▪ Collaboration time	▪ Examine CAHSEE/STAR scores to see if achievement on Edge reading tests correlate ▪ Monitor student progress in the ELD program now	Fall 2011 Fall 2011-Fall 2012	▪ department meetings ▪ Communication with administration
2. Conduct research and visit other sites with ELD programs that are having success accelerating learning for English Learners	▪ Department chair ▪ Department members ▪ Administrators	▪ Release time for research and visits ▪ Funding for travel	▪ Results of research and visits ▪ Possible comparative study of our program and others	Spring 2012	▪ Report on research and visits

ELD Department Action Plan for Critical Academic Need #2

CAN #2: proficiency level of ALL students at basic or below on CST in Core Subject areas to help close the achievement gap**.**

GOAL: Create more opportunities for teachers of ELLs to communicate and monitor student achievement across disciplines and levels of ELD. Provide more instruction and support in core subject areas such as math, science, and social studies.

RATIONALE:

- Many ELLs perform at basic or below on CSTs because of their lack of English proficiency. This problem will persist because students need time to catch up with their peers.
- Though beginner and intermediate ELLs will lack proficiency, we can expect advanced ELLs to approach proficiency on CSTs.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Address the need for more ELL student monitoring/support. **2. Research and implement curriculum to introduce more core subjects to ELD 1 and 2 students.**	▪ Department Chair ▪ Department Members ▪ District and Site Administrators	▪ More time for ELD teachers to provide one on one support and monitoring of students ▪ Collaboration time ▪ Publishers ▪ Training	▪ Determine if close monitoring improves test score and overall achievement (grades) ▪ After implementing core subject curriculum in ELD 1 and ELD 2, are students better prepared for core classes outside of ELD	ASAP ASAP	▪ Track student achievement, and report to administrators

ELD Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

GOAL: To motivate more ELLs to go beyond *basic* English proficiency and achieve *academic* English proficiency. Also, to encourage ELLs to take more elective classes and more challenging academic classes.

RATIONALE:

- Students want to leave ELD once conversational English is mastered. They need to stay in ELD until they have mastered grammar and other essential academic literacy skills.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Educate all stakeholders about the importance of academic literacy and how it differs from basic literacy.	▪ ELD Department chair ▪ Department members ▪ Administrators Counselors	▪ Collaboration time ▪ Training on academic literacy	▪ Number of students who succeed in academics after exiting ELD	Summer/Fall 2011	▪ Department, staff meetings. ▪ Instructional council.
2. Explore ways to motivate intermediate and advanced ELLs. (new curriculum, field trips, taking advantage of wide variety of courses offered at LLHS).	▪ ELD Department Chair ▪ Department Members	▪ Release time for teachers ▪ Funding for field trips ▪ Funding for purchase/planning of new curriculum ▪ Communication with counselors	▪ Student attendance and achievement ▪ Monitor student class choices (higher academics and electives)	Ongoing	▪ Department meetings ▪ Discussions with Counseling department and administrators

English Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

GOAL:

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

English Department Action Plan for Critical Academic Need CAN #1:

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Re-visit and review existing academic vocabulary lists. Additionally, learn what works after "Freshman Support Team" has had a chance have an impact	▪ Department Members ▪ Freshmen Teachers ▪ Other support personnel	▪ Collaboration Time	▪ Communication between Freshmen Support Team and teachers of freshmen	Fall 2011-June 2012	▪ Collaboration notes ▪ Student grades
2. Explore workbooks, texts, and other resources (e.g. virtual/web sources) that could be used school wide to teach information literacy, study skills, etc.	▪ Department members	▪ Collaboration time	▪ Teaching lessons/ seeing what is effective with students ▪ Measurement of pre and post grades ▪ Testing	Fall 2011-June 2012	▪ Test scores ▪ Self-assessment from students
3.Review in class test prep materials that come with the CAHSEE and STAR tests well in advance of said tests.	▪ Department members	▪ Online and published resources provided by State	▪ Test scores	Fall 2011-June 2012	▪ Score reports

English Department Action Plan for Critical Academic Need CAN #1: (Page 2)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
4. Explore a school-wide approach to study skills and writing/reading across the curriculum. (e.g.: a committee that creates resources and timelines for when to teach what skills in particular classes).	▪ Cross Curricular Committee	▪ Substitutes ▪ Release time (funding) ▪ Summer Institute	▪ Test scores ▪ Meeting notes after instruction has taken place	Dec. 2011 to June 2013	▪ Meeting notes ▪ Whole staff sharing/collaboration ▪ Student grades after implementation
5. Continue to explore teaching writing as a process by focusing on specific elements in the essay (e.g. paragraph, thesis, transitions)	▪ Department members	▪ Collaboration time ▪ Release time ▪ More Avervision document cameras for all teachers	▪ Department discussion ▪ Student writing models	Fall 2011-June 2013	▪ Meeting notes, CAHSEE essay scores ▪ Writing Assessments
6. Provide teachers with access to scores and training in how to interpret those scores	▪ Technology department ▪ Administration	▪ Collaboration Time	▪ Anecdotal reports from teachers	Spring 2011	▪ Anecdotal reports from teachers

ENGLISH Department Action Plan for Critical Academic Need #2

CAN #2: Increase proficiency level of ALL students at basic or below on CST in Core Subject areas to help close the achievement gap.

GOAL:

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Examine ENGLISH CST scores paying particular attention to clusters where our scores, as a dept., are low.	▪ Dept. Chair and dept. members	▪ CST scores for 2009-2011(most recent) ▪ Training on how to interpret	▪ We will look for a % increase in weak cluster areas in 2011, 2012, and 2013	2010-2013	▪ Test score reports
2. Provide all teachers with student CST scores from the prior spring. Do this early in September so teachers know to identify students who score at basic or below and can differentiate immediately.	▪ Counseling ▪ Administration ▪ Department Members	▪ CST scores	▪ We will look for % increase in those particular students	2010-2013	▪ Test score reports
3. Explore a peer tutoring program: students who excel in English get course credit for working in English classes with struggling students.	▪ Dept. Chair ▪ Counseling ▪ English Dept committee	▪ Substitutes ▪ Release Time (funding)	▪ Anecdotal evidence from teachers, test scores of students at basic or below basic	2010-2013	▪ Meeting notes ▪ Test score reports
4. Examine Redeveloping Study Hall to make it a place where low achieving students get help from tutors.	▪ Counseling and ▪ Various department chairs	▪ Sub time to create program/vision.	▪ Survey students who receive help in study hall ▪ Grade reports	2010-2013	▪ Student grades, ▪ Standardized test scores.

ENGLISH Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.
GOAL:

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Create and administer a survey for students on their views on motivation and performance	▪ Dept. Chair and Committee will create survey that we give to all students	▪ Teacher Assistants to deliver surveys and tally results	▪ Individual teachers will have their TA's tally the results, and dept. chair will combine results for the grand results.	Complete survey Feb. 2012 Administer by end of February 2012	▪ Survey Results

Math Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

GOAL: Increase academic achievement for at risk and underperforming students.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Creating a support system for students	▪ Administration ▪ Counselors ▪ Teachers ▪ Students	▪ Collaboration time ▪ Site council, PTSA, WCEF ▪ HotMath ▪ Parallel math course(s)	▪ Grades ▪ CST scores ▪ Common assessments	Fall 2011	▪ Utilize data collection software to examine assessments, grades, scores, student involvement in support programs
2. Include more critical thinking activities	▪ Teachers ▪ Students	▪ Collaboration time ▪ Kuta Software and other math software ▪ Geometer's Sketchpad ▪ Blackboard Math Resource Library	▪ Common Assessments and CST Scores ▪ Teacher observation	Fall 2011	▪ Samples of assigned activities and student work

Math Department Action Plan for Critical Academic Need #2

CAN #2: Increase proficiency level of ALL students at basic or below on CST in Core Subject areas to help close the achievement gap.

GOAL: Increase academic achievement for students at basic or below on CST scores.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Math Department will develop an action plan to increase achievement of all students scoring at basic or below on the CST.	▪ Administration ▪ Parents ▪ Teachers ▪ Counselors ▪ Students	▪ Collaboration time ▪ Summer institute ▪ SIP (funding) ▪ Articulation with LL counselors and WCI math teachers ▪ Released test questions	▪ CST Scores ▪ Course grades	Fall 2011	▪ Instructional Council and Math Department minutes ▪ CST results
2. Encourage proper placement to students and communicate recommendation to counselors and parents	▪ Counselors ▪ Parents ▪ Teachers ▪ WCI Staff	▪ Scheduling software ▪ Recommendation letters ▪ Collaboration Time ▪ UC diagnostic Assessments ▪ Transcripts	▪ Registration rosters ▪ Semester grades ▪ Final exam grades ▪ Results from UC diagnostic assessment	Fall 2011	▪ Class grades ▪ More students following teacher recommendations

Math Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Math Department will develop an action plan, including growth targets, to increase achievement within algebra, geometry and algebra 2. Promote achievement for all math students.	▪ Teachers ▪ Counselors ▪ Parents ▪ Students	▪ Collaboration Time ▪ SIP, PTSA, WCEF ▪ HotMath ▪ Parallel math course(s) ▪ After school tutoring	▪ CST scores ▪ Common assessments ▪ Final grades ▪ Attendance data/rosters for the tutoring program ▪ # of students taking math courses beyond the minimum required	Fall 2011	▪ ABI scores ▪ Instructional council ▪ School wide progress report

Physical Education Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

GOAL:

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Continue to Develop Remedial Study guides for health	▪ Department Members	▪ Professional Collaboration / Academic Literacy Resources	▪ Through written assessment and observation of understanding. Participation in student presentation.	Ongoing with each unit	▪ Data from student performance in each health unit
2. Development of visual instructions for physical activities	▪ Teachers ▪ Students	▪ Collaboration Time departmentally and with other PE departments in district ▪ Subs/funding/release time ▪ Technology/ computer visual systems ▪ Conferences related to activity	▪ Skill and performance based assessment ▪ Total participation from all students in activity	Ongoing, with additions to each physical education unit by June 2012	▪ Observation of PE class participation

Physical Education Department Action Plan for Critical Academic Need #2

CAN #2: proficiency level of ALL students at basic or below on CST in Core Subject areas to help close the achievement gap.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Continue to Develop Remedial Study guides for health	▪ Department Members	▪ Academic Literacy resources ▪ Collaboration Time	▪ Written assessment and observation of understanding. ▪ Participation in student presentation	Ongoing with each PE unit, beginning in fall 2010	▪ Data from student performance in each health unit

Physical Education Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Increase performance of all PE students who perform below average in PE. (C or below)	▪ Department Members ▪ Parents ▪ Counselors	▪ Observation of physical education programs outside district. ▪ Professional collaboration time ▪ Conferences	▪ Skill assessment, state wide physical fitness test ▪ Improved grades in PE. ▪ Decrease in non-participation and non suits	▪ Ongoing implementation.	▪ Results from and comparison of statewide testing and overall grades from year to year.

Science Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
▪ Look at CST scores and grades of incoming freshman to target potential at risk students.	▪ Counselors ▪ Department members	▪ Resources- Access to student's scores. ▪ Illuminate software	▪ Increase CST scores	Fall 2011	▪ Printout of scores by dept. at dept. meeting. ▪ ABI, Illuminate
▪ Within specific subjects look at CST, GPA and prior teachers	▪ Dept. Chair ▪ Admin ▪ Registrar ▪ Counseling ▪ District	▪ ABI	▪ Increase CST scores, anecdotal evidence from teachers	Fall 2011	▪ Look at ABI ▪ Dept. meeting discussions
▪ Look at ways to have differentiated course options	▪ Dept. ▪ Counseling ▪ District	▪ Scores, Master ▪ Schedule	▪ Pilot new Courses ▪ Course Signups	Fall 2012	▪ Dept. Meetings
▪ Each subject matter within each department will focus on one of the essential study skills	▪ Dept. Chairs ▪ Dept. Members	▪ Professional collaboration within and across depts.	▪ Increase CST scores	Fall 2011	▪ Collaboration with English Teachers, CST score discussion and analysis

Science Department Action Plan for Critical Academic Need CAN #2:

CAN #2: Increase proficiency level of ALL students at basic or below on CST in Core Subject areas to help close the achievement gap.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
▪ Look at ways to have differentiated course options	▪ Dept. Members ▪ Depts.	▪ Look at what other school districts do	▪ Pilot new courses	Fall 2012	▪ Dept. Meetings
▪ Look at CST scores and grades of ▪ incoming freshman to target potential at risk students.	▪ Dept. Members	▪ Resources- Access to student's scores. ▪ Illuminate software	▪ Increase CST scores	Fall 2011	▪ Dept. Meetings ▪ Collaboration
▪ Develop common assessments for each subject matter linked to CST standards	▪ Dept. members ▪ District	▪ Collaboration with other district teachers ▪ Substitutes (funding) ▪ Release time	▪ CST scores	Fall 2011	▪ District and School collaboration

Science Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
▪ Look at ways to have differentiated course options	▪ Dept. Members	▪ Look at what other school districts do	▪ CST Scores	Fall 2012	▪ Dept. Meetings

Social Science Department Action Plan for Critical Academic Need #1

CAN #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.

GOAL: To increase academic literacy skills in students who are low achieving.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Identify these targeted students	▪ Department representatives ▪ Counseling department		▪ Progress Reports ▪ Quarter/Semester	On-going	▪ Site Council ▪ Department meeting ▪ Direct parental contact
2. Collaborate with other departments to identify and discuss performance challenges and create an individualized plan of action	▪ School-wide department representatives	▪ Wednesday morning collaboration	▪ Progress Reports ▪ Quarter/Semester ▪ Observation ▪ Classwork ▪ Homework	On-going	▪ Site Council ▪ Staff Meetings ▪ Department Meetings
3. Freshmen after-school support program	▪ After-School Tutoring Committee	▪ Existing literacy curriculum	▪ Weekly check-in ▪ Progress Reports ▪ Quarter/Semester grades ▪ Observation	On-going	▪ Site Council ▪ Staff Meetings ▪ Direct parental contact

Social Science Department Action Plan for Critical Academic Need #1 -- Continued

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
4. Test taking strategies within curriculum	▪ Department members	▪ Weds morning staff development	▪ Quarter/Semester grades ▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	Spring 2011	▪ Site Council ▪ Department meeting ▪ Direct parental contact
5. Organizational skills within curriculum	▪ Department members	▪ Department collaboration	▪ Quality of work ▪ Quarter/Semester grades ▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	Spring 2011	▪ Site Council ▪ Department meeting ▪ Direct parental contact

Social Science Department Action Plan for Critical Academic Need #2

CAN #2 Increase proficiency level of ALL students at basic or below on CST in Core Subject areas (English, Math, Science and Social Studies) to help close the achievement gap.

GOAL: The percentage of students achieving Proficient and Advanced on the CST World History and CST US History exams shall increase each year.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Identify these targeted students	▪ Department representatives ▪ Counseling department	▪ Aeries database ▪ CST Results	▪ Progress Reports ▪ Quarter/Semester	On-going	▪ Site Council ▪ Department meeting ▪ Direct parental contact
2. Freshmen after-school support program	▪ After-School Tutoring Committee	▪ Existing literacy curriculum ▪ CST released exams	▪ Weekly check-in ▪ Progress Reports ▪ Quarter/Semester grades ▪ Observation	On-going	▪ Site Council ▪ Staff Meetings ▪ Direct parental contact
3. Test taking strategies within curriculum	▪ Department members	▪ Weds morning staff development ▪ CST released exams	▪ Quarter/Semester grades ▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	Spring 2011	▪ Site Council ▪ Department meeting

Social Science Department Action Plan for Critical Academic Need #2 -- Continued

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
4. Analyze and discuss CST cluster reports	▪ Department members	▪ CST exams ▪ CST cluster reports	▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	Fall 2011	▪ Department meetings ▪ Instructional Council
5. Incorporate CST released questions into unit assessments and general curriculum	▪ Department members	▪ CST released exams ▪ Textbook resources	▪ Quarter/Semester grades ▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	Fall 2011	▪ Department meetings ▪ Instructional Council
6. Continue enrichment of SDAIE Social Science Courses	▪ Department members	▪ Collaboration with EL Department ▪ Investigate new resources	▪ CELDT scores ▪ CAHSEE Scores ▪ Quarter/Semester grades ▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	On-going	▪ Department meetings ▪ Instructional Council

Social Science Department Action Plan for Critical Academic Need #3

CAN #3 Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

GOAL: Increase the motivation and performance of all students.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. **Use and create multiple learning opportunities (right brain / left brain, technology, etc.)**	▪ Department Members	▪ Collaboration time ▪ Supplemental materials	▪ Observation ▪ Qtr/Sem grades ▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	On-going	▪ Instructional Council ▪ Dept meetings ▪ District department chair meetings
2. Continue to differentiate learning experiences where appropriate	▪ Department Members ▪ EL Dept ▪ Special Ed Dept.	▪ Collaboration time ▪ Supplemental materials	▪ Observation ▪ Qtr/Sem grades ▪ CST Scores ▪ Test/Quiz scores ▪ District Assessment Test	On-going	▪ Instructional Council ▪ Dept meetings ▪ District department chair meetings

Special Education Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Increase students overall organizational skills to include time management, reading, listening, vocabulary in context, and note taking and writing skills transferable to all classes.	▪ IEP team ▪ Student ▪ Parent ▪ General Education Teachers ▪ Counselors ▪ Administrators	▪ Quarterly district meetings. ▪ Workshops ▪ Curriculum development	▪ Quarterly special education progress reports on goals and objectives. ▪ Mainstream progress reports and quarterly grades	Fall 2011-Spring 2013	▪ IEP goals and objectives. Present level of performance. ▪ Quarterly grades and progress.

Special Education Department Action Plan for Critical Academic Need #2

CAN #2: Increase proficiency level of ALL students at basic or below on CST in Core Subject areas to help close the achievement gap.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Work with individual students to develop test taking strategies transferrable to all classes.	▪ IEP team ▪ Student ▪ Parent ▪ General Education Teachers ▪ Counselors ▪ Administrators	▪ Developing and improving literacy, ISP and Intervention classes ▪ Make students aware of tutoring opportunities and track access.	▪ Quarterly special education progress reports ▪ Quarterly grades in all academic areas	Fall 2011-Spring 2012	▪ IEP goals and objectives. ▪ Present level of performance as reported to IEP team

Special Education Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Develop self advocacy, communication and social skills	▪ IEP team ▪ Student ▪ Parent ▪ General Education Teachers ▪ Counselors ▪ Administrators	▪ Collaboration time ▪ Access community resources to address motivation ▪ Alumni ▪ Guest speakers	▪ Quarterly special education progress reports. ▪ Student goals and objectives	Fall 2011-Spring 2013	▪ IEP Goals and objectives. ▪ Present level of performance ▪ Transition goals and progress.

Technical Education Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Explore ways to motivate CTE Students. Explore new course offering with CTE, new units of curriculum, guest speakers from various technical professions.	▪ Staff	▪ CTE Courses do not receive funding through SIP. ▪ Funding through individual instructors applying for grant money ▪ Some teachers fund their own professional development	▪ Survey results ▪ ROP audits	Ongoing	▪ Open House ▪ Semester Grades ▪ Newspaper articles ▪ BlackBoard ▪ Participation in school events, community activities, local and state competitions

Visual and Performing Art Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

GOAL: Continue to implement/add a variety of strategies within the existing VPA curriculum to encourage academic literacy skills designed to target all students, including underperforming students.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Incorporate reading and writing activities such as self-reflection/self-assessment, warm up activities, art history , etc.	▪ Department members	▪ Collaboration Time	▪ Work samples	2011-2012	▪ Department meetings
2. Incorporate more varied media into music classes to address historical and cultural influences.	▪ Music teacher	▪ YouTube videos, Extron system, texts, reference material	▪ Observation, work samples	Spring 2011	▪ Department meetings

Visual and Performing Art Department Action Plan for Critical Academic Need #3

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

GOAL: Make the curriculum relevant to their lives; provide choice, scaffold, student-centered lessons and activities.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Continue encouraging students to develop their own taste and opinions as they relate to visual and performing arts by providing a framework that teaches students how to translate their personal interests into VPA projects.	▪ All department members.	▪ Collaboration time, conferences, professional development, museum/gallery visits, plays, concerts, field trips, professional speakers.	▪ Reflections, work samples, projects, discussion with dept. members	Spring 2011	▪ Department meetings
2. Discuss core curriculum with other departments (i.e. books they are reading, time periods studying,) to create inter-disciplinary projects.	▪ Department members	▪ Collaboration time, release time	▪ Work samples, grades, project handouts, observation of student engagement	Spring 2012 for all members other than 3-D art. 3-D art beginning Spring 2011	▪ Department, Instructional Council meetings

Visual and Performing Art Department Action Plan for Critical Academic Need #3 (Page 3)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
3. Students include faculty, family members, friends in their art projects	▪ All department members	▪ Pictures of staff, friends, families	▪ Project samples, grades, observation of student engagement.	Some classes ongoing, others beginning Fall 2011	▪ Department meetings
4. Students create artwork for school posters, functions, music concerts, plays, which gives meaning and purpose to their work and gives them recognition in their school.	▪ All department members	▪ Collaboration with colleagues to be aware of school performances, contests and other opportunities for school-wide artwork	▪ Student participation #'s, project samples	Increase student participation by 2012-2013 school year	▪ Department meetings, collaboration meetings
5. Develop more field trips to help students make real world connections, excite and inspire them. Especially multi-cultural/international themes.	▪ All department members	▪ Funding for field trips (sub coverage, transportation)	▪ Observation of level of increase in student interest, engagement in classes as a result of the field trip. Post-field trip projects.	Some are ongoing, (Art 2 classes went to De Young, Band is going to competition in Hawaii), other classes begin 2011-2012	▪ Department meetings

World Language Department Action Plan for Critical Academic Need CAN #1:

CAN #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.

ESLRs Addressed:

1. Be responsible individuals
2. Acquire common core of academic and career/technical knowledge
3. Demonstrate complex thinking skills
4. Communicate effectively (includes use of technology)

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Give students more time to complete assessments and allow retakes of tests and quizzes	▪ Department Members ▪ Students ▪ Parents ▪ Counselors ▪ Administrators	▪ Collaboration Time	▪ Daily assignments ▪ Test Scores ▪ Quarter/Semester grades ▪ Oral Performance ▪ Writing samples	Fall 2011 – Spring 2013	▪ Staff Meetings ▪ Instructional Council
2. Teach study skills specialized for each language. Example: students learn strategies for new vocabulary. This will translate to all academic areas.	▪ Department Members ▪ Students ▪ Parents ▪ Counselors ▪ Administrators	▪ Collaboration Time	▪ Daily assignments ▪ Test Scores ▪ Quarter/Semester grades ▪ Oral Performance ▪ Writing samples	Fall 2011 – Spring 2013	▪ Staff Meetings ▪ Instructional Council

World Language Department Action Plan for Critical Academic Need #2 and #3

CAN #2: Increase proficiency level of ALL students at basic or below on CST in Core Subject areas to help close the achievement gap.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Incorporate reading comprehension and interpretation into all World Languages including culture, geography, health and diet, numbers and grammatical structures.	▪ Department Members ▪ Students ▪ Parents ▪ Counselors ▪ Administrators	▪ Collaboration Time	▪ Student reading/ performance ▪ Quarterly/semester grades	Fall 2011-Spring 2013	▪ Staff Meetings ▪ Instructional Council
2. Collaborate with core teachers on student intervention plans	▪ Department Members ▪ Students ▪ Parents ▪ Counselors ▪ Administrators	▪ Collaboration Time	▪ Student performance ▪ Quarterly/semester grades ▪ Intervention Plans	Fall 2011-Spring 2013	▪ Future student intervention plan meetings

World Language Department Action Plan for Critical Academic Need CAN #3:

CAN #3: Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT PROGRESS
1. Use various teaching/learning styles (group work, leadership roles, technology-based presentations) in class to reach all types of learners and to empower students	▪ Department Members ▪ Students ▪ Parents ▪ Counselors ▪ Administrators	▪ Collaboration Time ▪ Workshops ▪ Teacher availability to all students ▪ Continuous technology implementation	▪ Students performance ▪ Teacher observation ▪ Quarter/semester grades	Fall 2011-Spring 2013	▪ Staff meetings ▪ Instructional Council ▪ Report Cards ▪ Weekly progress reports/signing planners daily ▪ Parent contact

APPENDIX

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LAS LOMAS HIGH SCHOOL
STUDENT QUESTIONNAIRE
WASC/FOL 2010-11

The School as a Whole:

1. The school is a good, safe place to learn and a pleasant place to be.
    a. True
    b. Largely full
    c. Largely false
    d. False

2. Do you feel that the school staff has treated you with respect and dignity?
    a. Yes
    b. No

3. Do you find it easy to meet and make new friends at Las Lomas?
    a. Yes
    b. No

4. Are students accepting of people from different backgrounds and cultures?
    a. Yes
    b. Generally
    c. Somewhat
    d. Little
    e. Not at all

5. Are teachers accepting of people from different backgrounds and cultures?
    a. Yes
    b. Generally
    c. Somewhat
    d. Little
    e. Not at all

6. Have school efforts changed your attitude toward using drugs or alcohol?
    a. They have made you less likely to use drugs or alcohol
    b. They have made you more likely to use drugs or alcohol
    c. They have had no effect either way

7. Expectations for students at Las Lomas are
    a. Too high
    b. High
    c. Just right
    d. Low
    e. Too low

8. The following statement reflects your opinion about problems with racial/ethnic/gender prejudice or discrimination at Las Lomas. (If yes, please comment at the end of the survey)
    a. It is a serious problem
    b. It is somewhat of a problem
    c. It is a slight problem

d. No problem exists

9. The following statement reflects your opinion about a problem of violence at Las Lomas.
   a. It is a serious problem
   b. It is somewhat of a problem
   c. It is a slight problem
   d. No problem exists

Science:

19. The science teachers are helpful and available when needed.
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

20. Homework assignments in the science classes are closely related to what is done in class.
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

21. What I have learned in my science classes has helped me better understand the real world.
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

22. The test book that I have used in my science classes have been written in an understandable and useful manner.
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

23. The science teachers I have had have taught their courses using a variety of teaching techniques (lectures, labs, discussions, group interactions, etc.).
   a. strongly agree
   b. agree
   c. disagree
   d. strongly disagree
   e. no opinion

24. In science classes there is
    a. too much homework
    b. just enough homework
    c. not enough homework
    d. no opinion

25. The assignments in my science classes have been interesting and challenging.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

26. The teachers in the science classes I have taken have been well-prepared and knowledgeable.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

Physical Education:

35. In your PE program, what would you like to see most included?
    a. individual sports
    b. team sports
    c. personal fitness
    d. dance
    e. all of the above

Foreign Language:

36. The study of foreign language has helped me better understand English and develop study skills (note taking, thinking, memorizing, and organization).
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

37. The study of foreign language increases my awareness of the world and the differences in cultures and peoples.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

38. The language lab helps me understand and pronounce the foreign language better and adds a new dimension to learning.
    a. strongly agree
    b. agree

c. disagree
d. strongly disagree
e. no opinion

39. The study of foreign language will improve my chances at entrance into the college of my choice.
a. strongly agree
b. agree
c. disagree
d. strongly disagree
e. no opinion

40. The foreign language text books are informative and are useful in learning a language.
a. strongly agree
b. agree
c. disagree
d. strongly disagree
e. no opinion

Visual and Performing Arts:

41. Courses you have taken in art, drama, and music have been taught in an atmosphere that encourages creativity and experimentation.
a. strongly agree
b. agree
c. disagree
d. strongly disagree
e. no opinion

42. Did the entry-level classes you took in art, drama, and music prepare you for the next level of class? (Drama l, prepared me for Drama 2)
a. strongly agree
b. agree
c. disagree
d. strongly disagree
e. no opinion

Integrated Skills:

As I am learning new ideas in my classes, I also have the opportunity to practice and improve the following skills:

43. Reading
a. strongly agree
b. agree
c. disagree
d. strongly disagree
e. no opinion

44. Writing (short paragraphs, essays, etc.)
a. strongly agree
b. agree
c. disagree
d. strongly disagree

e. no opinion

45. Speaking and listening
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

46. Problem solving and creative thinking skills
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

47. Arithmetic and calculating skills
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

48. Study and "how to learn" skills
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

49. For those skills I need help with, the school is providing me with useful help.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

Student Paths:

50. You have helped to develop and participate in a four-year path of courses that will prepare you for college and/or a career.
    a. yes
    b. no

51. Are you satisfied with the courses you are taking
    a. yes
    b. no

52. Is there a course you would like to take that isn't offered at the school? (If your answer is "yes" you might add that course to your comments at the end of the survey.)

a. yes
b. no

53. Orientation you received when you entered this high school has helped you to become familiar with the campus, select courses that are the best for you, and to become familiar with the staff.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

54. The Counseling Department is willing to provide you with useful and necessary information to make appropriate decision about your class schedule each year.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

55. You can usually meet with a counselor quickly when needed.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

56. The school staff has given you good help in choosing the right college or career.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. no opinion

57. Who is the main person on campus that you would approach about a personal problem.
    a. teacher
    b. counselor (crisis/guidance)
    c. administrator
    d. coach
    e. nurse

67. Rate the quality of the food served at Las Lomas.
    a. excellent
    b. good
    c. fair
    d. poor
    e. N/A

68. Rate the rallies at Las Lomas.
    a. excellent
    b. good
    c. fair
    d. poor
    e. N/A

69-87. Think about all the courses you have taken at this school in the departments listed below. Rate the average QUALITY of courses you have taken in each department. Mark NA (Not applicable) if you haven't taken a course in that department.

Use the following scale

a. excellent b. good c. fair d. poor e. not applicable

69. ART
70. BUSINESS COMPUTER 71. ENGLISH
72. FOREIGN LANGUAGE 73. HEALTH
74. HOME ECONOMICS
75. TECHNICAL EDUCATION (Electronics, Woodshop, Autoshop)
76. MATHEMATICS
77. INSTRUMENTAL MUSIC
78. VOCAL MUSIC
79. PHYSICAL EDUCATION
80. SCIENCE
81. SOCIAL STUDIES
82. SOCIAL STUDIES (History, Economics, Psychology) 83. DRAMA
84. E.S.L.
85. SPECIAL ED. RESOURCE
86. LEADERSHIP
87. TUTORING

88. This semester, the students in my classes are well behaved.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. don't know

89. Your teachers usually return your papers corrected within a short period of time.
    a. strongly agree
    b. agree
    c. disagree
    d. strongly disagree
    e. don't know

Learn and practice the concepts of wellness

114. I am aware of what I need to do to be healthy
115. I have developed ways to handle my stress

Understand one's dependence on the environment and interact responsibility

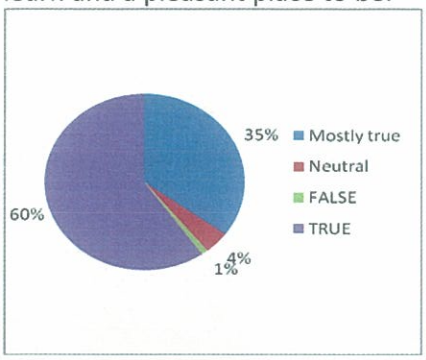
116. I understand my place in nature
117. I respect the environment

Develop habits and skills of lifelong learning

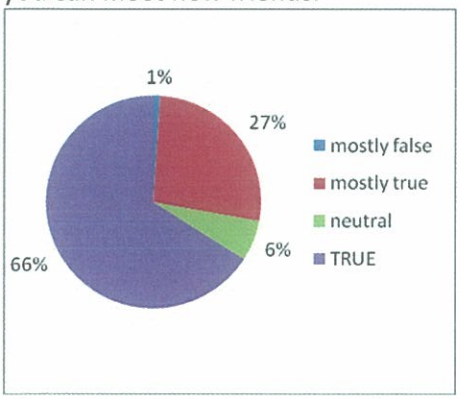
118. I am aware of future opportunities
119. I can identify my personal learning skills for school and my future

Las Lomas WASC Student Survey

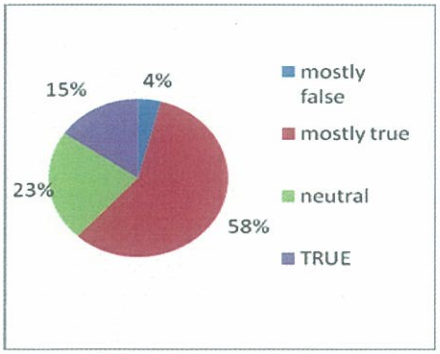
This school is a good, safe place to learn and a pleasant place to be.



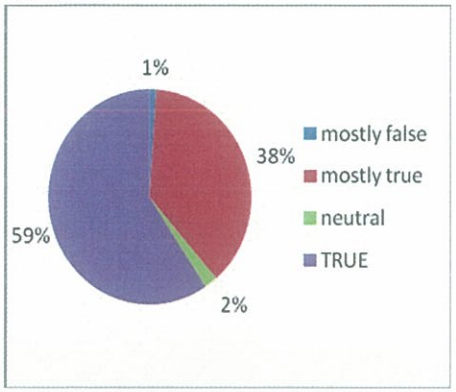
This school has opportunities where you can meet new friends.



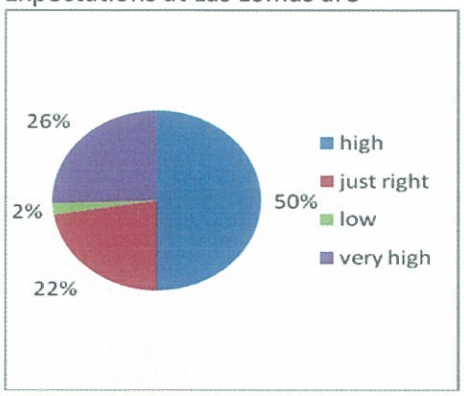
The STUDENTS are accepting of people from different backgrounds and cultures.



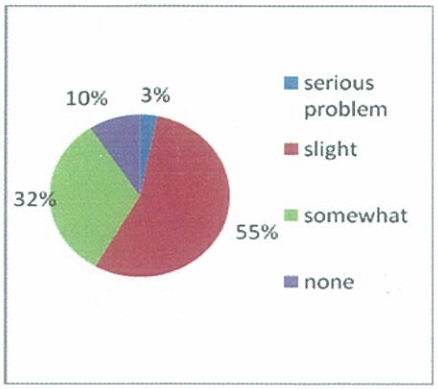
The TEACHERS are accepting of people from different backgrounds and cultures.



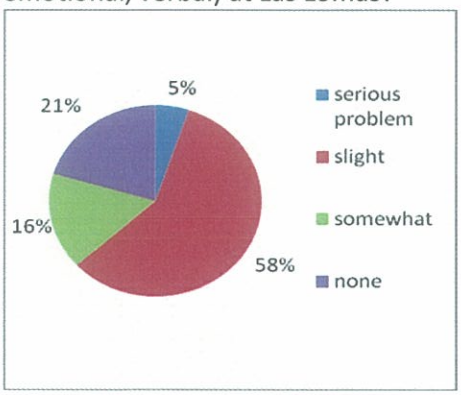
Expectations at Las Lomas are



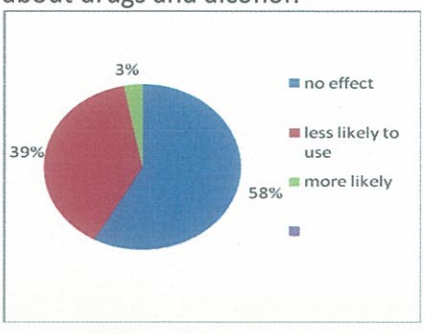
Which of the following reflects your opinion about problems with racial/ethnic/gender prejudice or descrimination at Las Lomas?



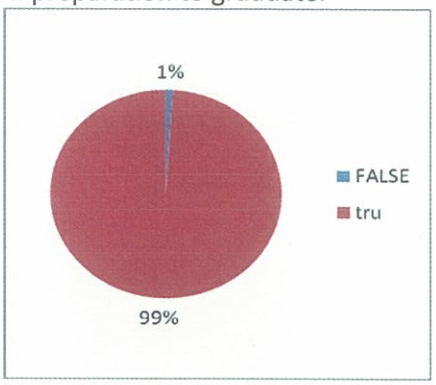
Which of the following reflects your opinion about violence (physical, emotional, verbal) at Las Lomas?



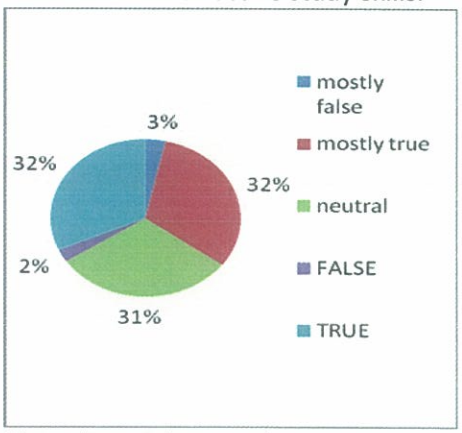
How well has the school informed you about drugs and alcohol?



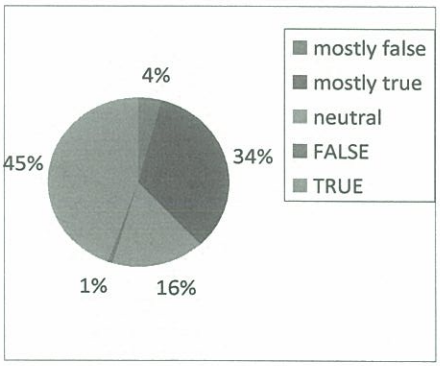
I am on course to successfully complete my graduation requirements in preparation to graduate.



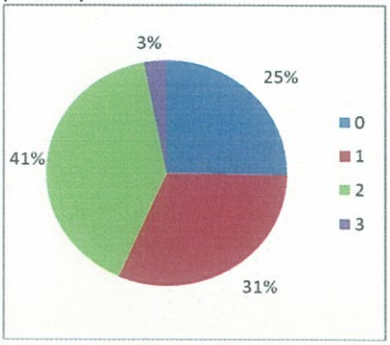
I have learned effective study skills.



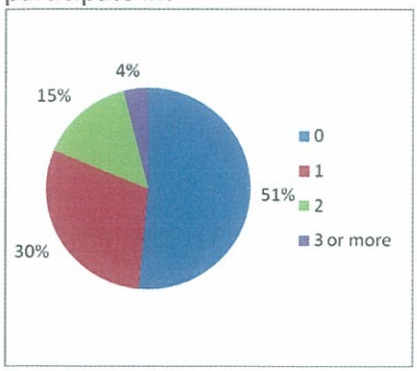
I have learned to monitor my own progress and performance in all my classes.



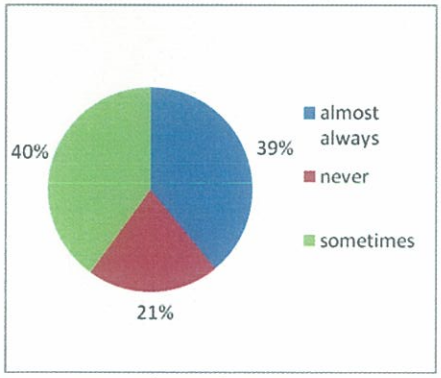
How many school sports do you participate in?



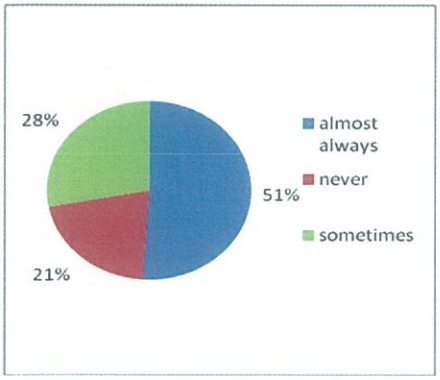
How many school clubs do you participate in?



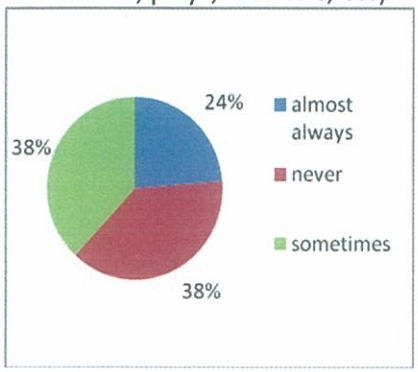
I attend rallies.



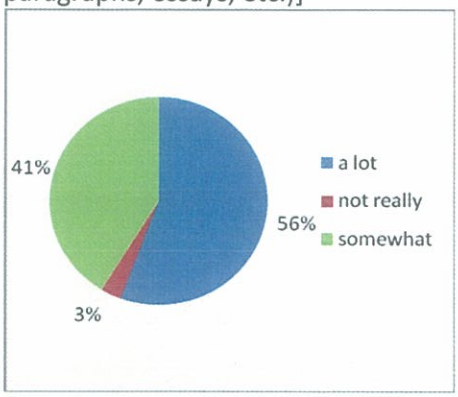
I vote in student elections.



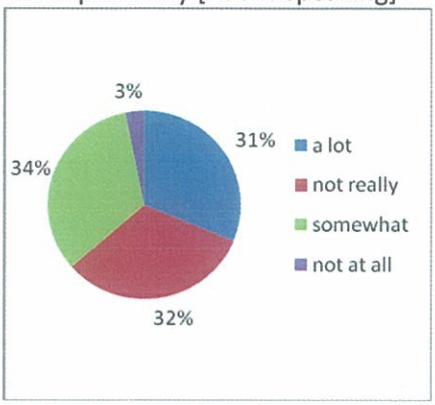
I participate in visual or performing arts activities (attending or performing in concerts, plays, musicals, etc).



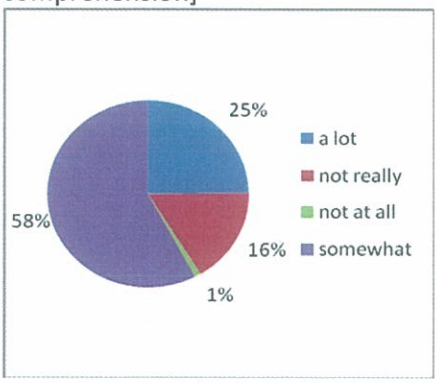
My Las Lomas education has helped me improve my [Writing (short paragraphs, essays, etc.)]



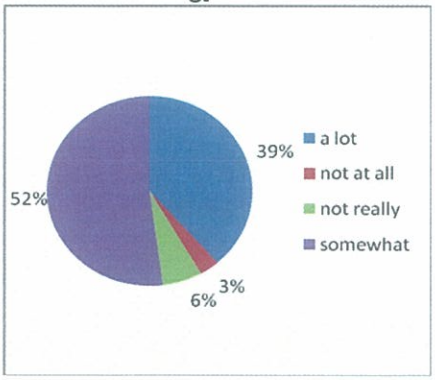
My Las Lomas education has helped me improve my [Public speaking]



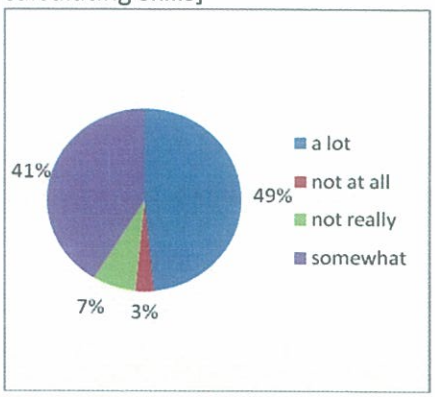
My Las Lomas education has helped me improve my [Listening comprehension]



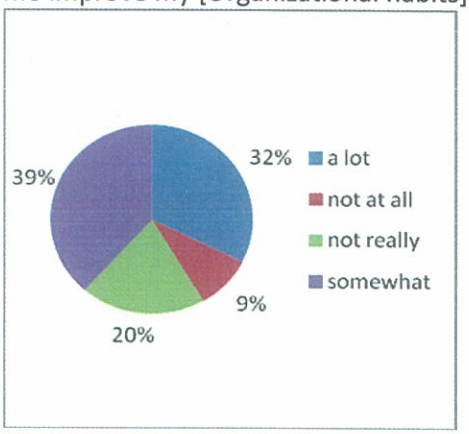
My Las Lomas education has helped me improve my [Problem solving and creative thinking]



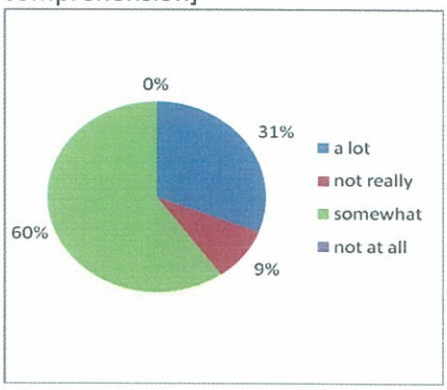
My Las Lomas education has helped me improve my [Arithmetic and calculating skills]



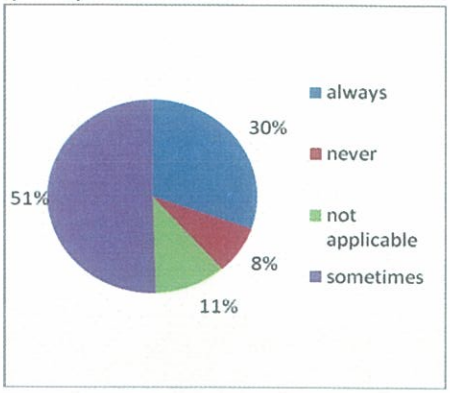
My Las Lomas education has helped me improve my [Organizational habits]



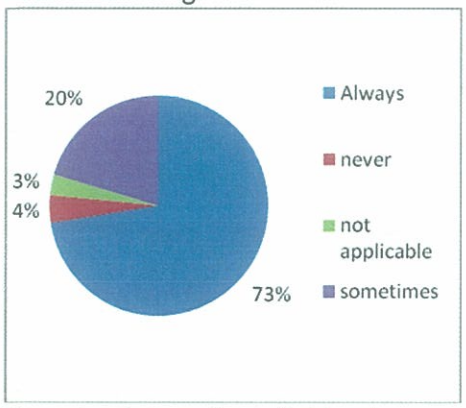
My Las Lomas education has helped me improve my [Reading comprehension]



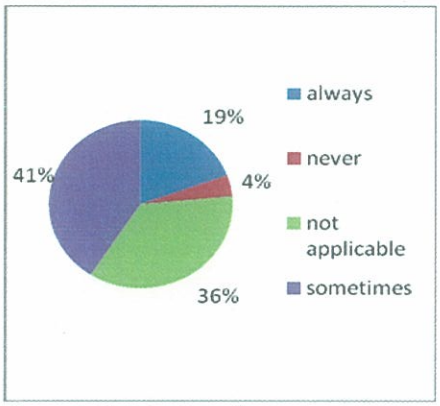
I can usually meet with a counselor quickly when needed.



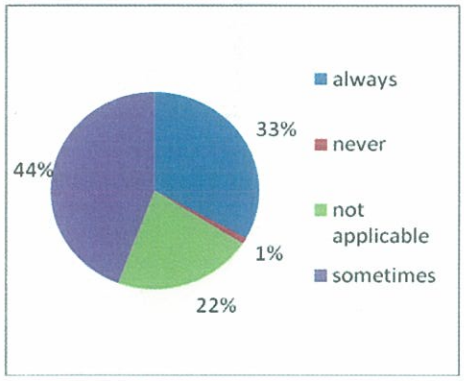
The counselors are helpful and accommodating.



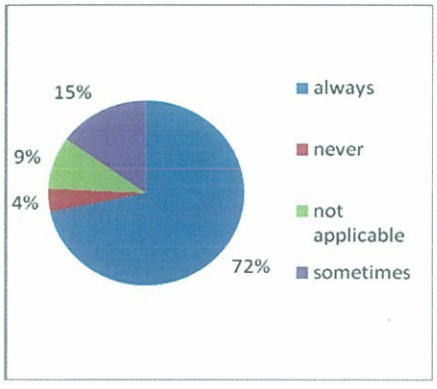
The school nurse is available when needed.



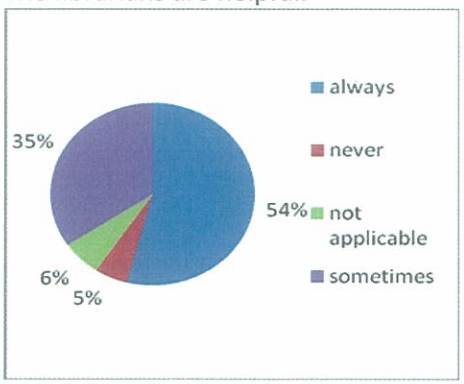
The administrators (principals) are available when needed.



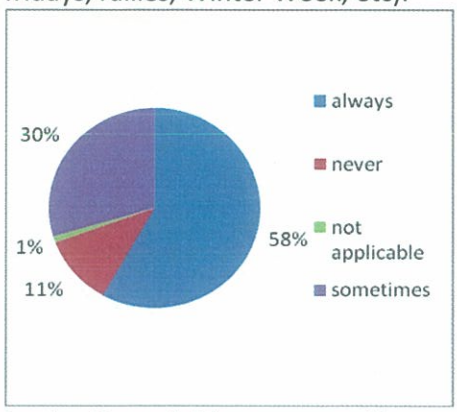
The library is open long enough during school and non-school hours.



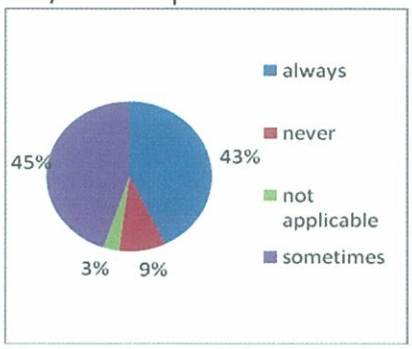
The librarians are helpful.



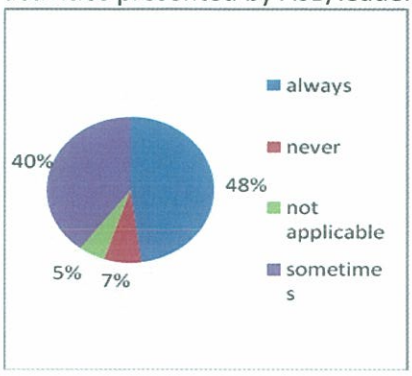
I participate in the activities presented by ASB/leadership (Homecoming, fun fridays, rallies, Winter Week, etc).



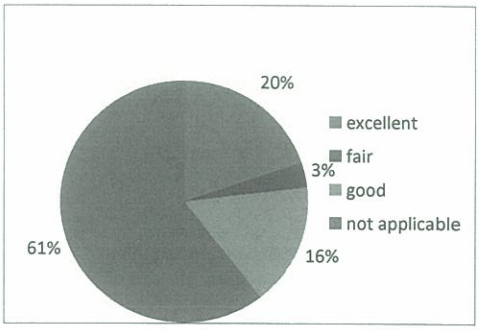
I enjoy the activities presented by ASB/leadership.



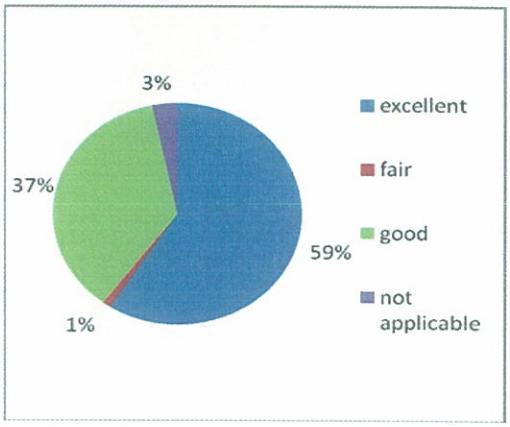
I feel well informed/notified about the activities presented by ASB/leadership.



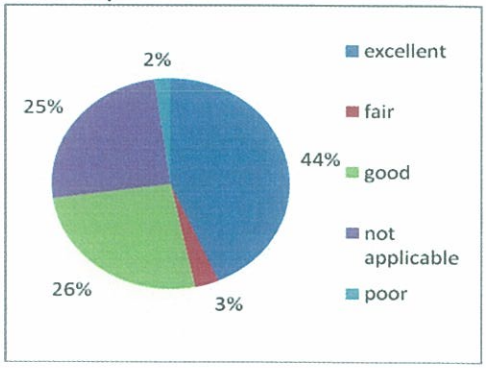
The crisis counselor is



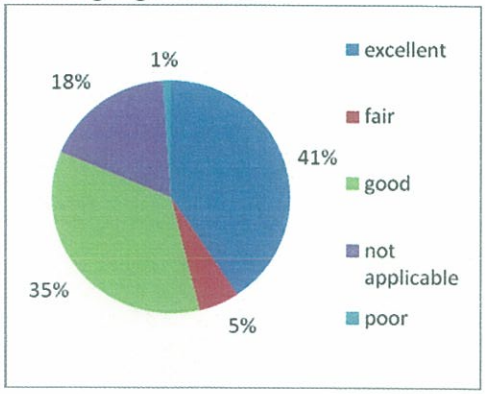
The athletic trainer is



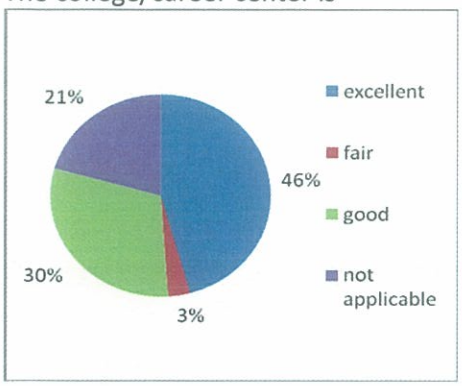
The computer lab is



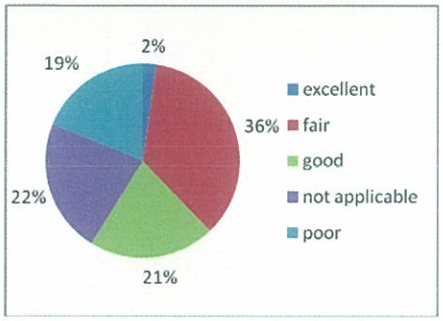
The language lab is



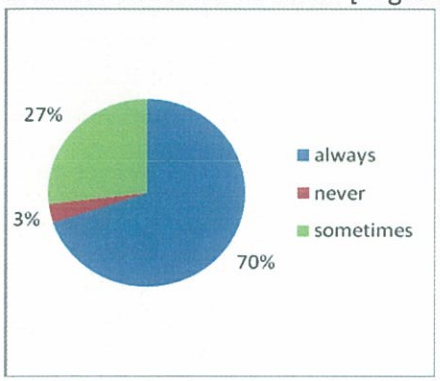
The college/career center is



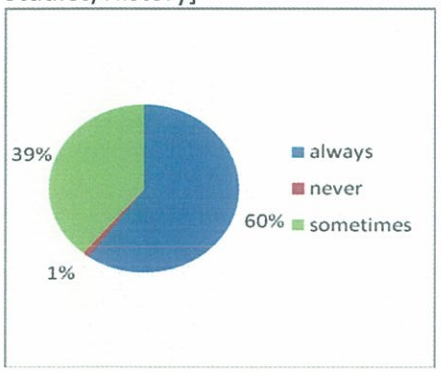
The food served at Las Lomas is



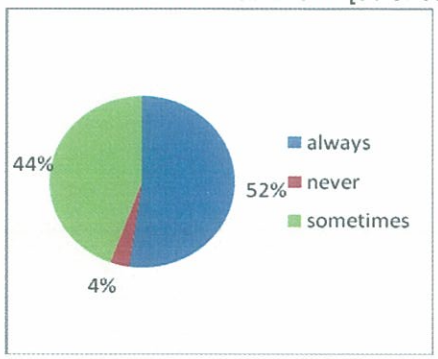
The ____ teachers are helpful and available when I need them. [English]



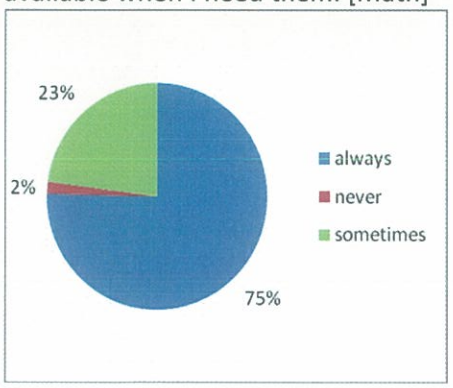
The ____ teachers are helpful and available when I need them. [Social Studies/History]



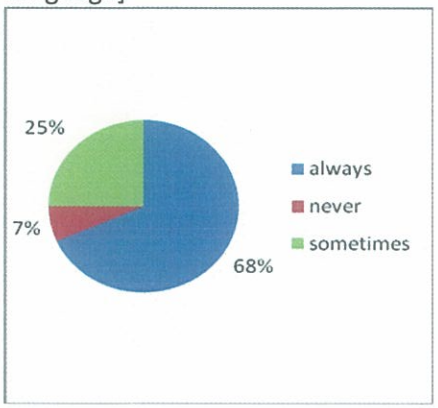
The ____ teachers are helpful and available when I need them. [Science]



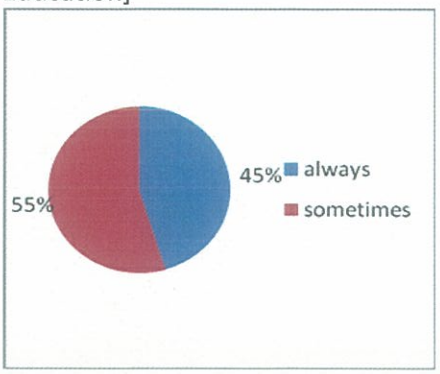
The ____ teachers are helpful and available when I need them. [Math]



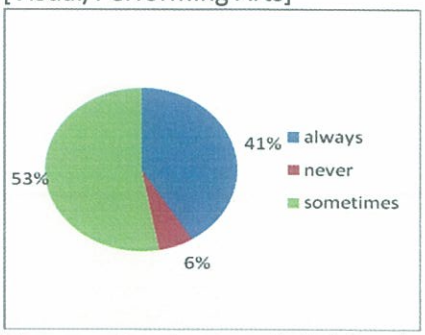
The ____ teachers are helpful and available when I need them. [World Language]



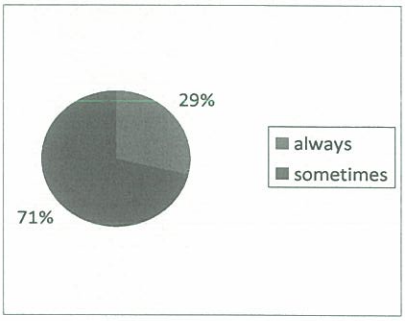
The ____ teachers are helpful and available when I need them. [Technical Education]



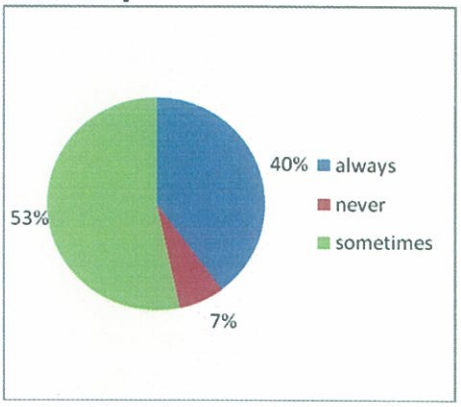
The ____ teachers are helpful and available when I need them. [Visual/Performing Arts]



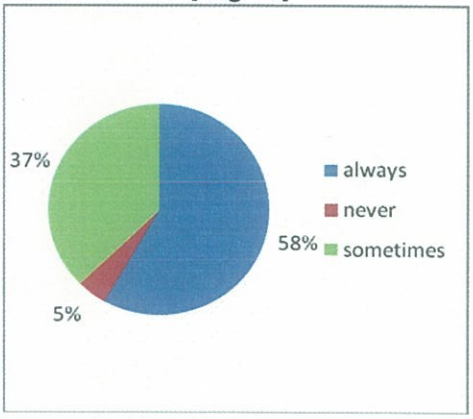
The ____ teachers are helpful and available when I need them. [Special Education]



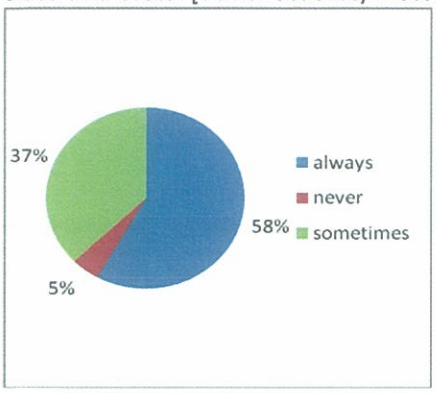
The ____ teachers are helpful and available when I need them. [Physical Education]



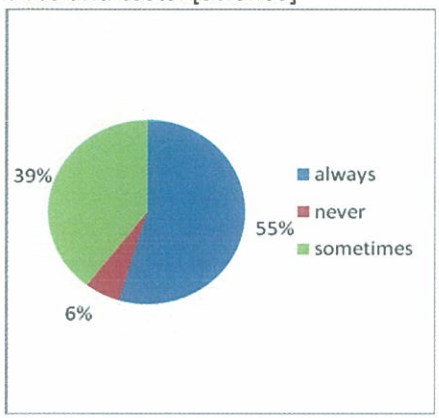
Assignments in ___ prepare me for class and tests. [English]



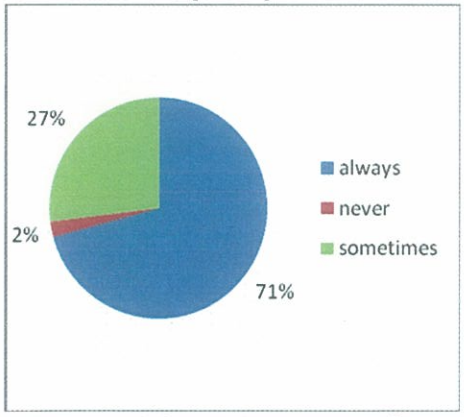
Assignments in ___ prepare me for class and tests. [Social Studies/History]



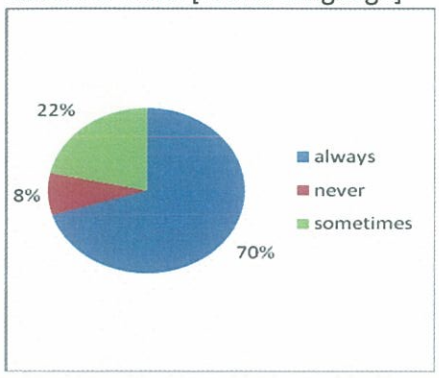
Assignments in ___ prepare me for class and tests. [Science]



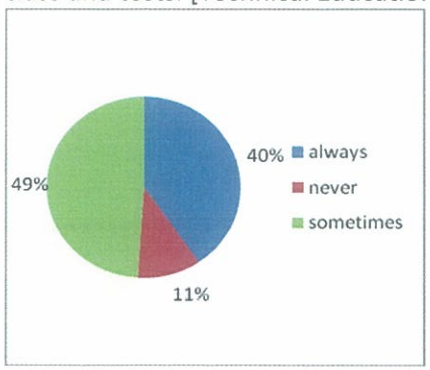
Assignments in ___ prepare me for class and tests. [Math]



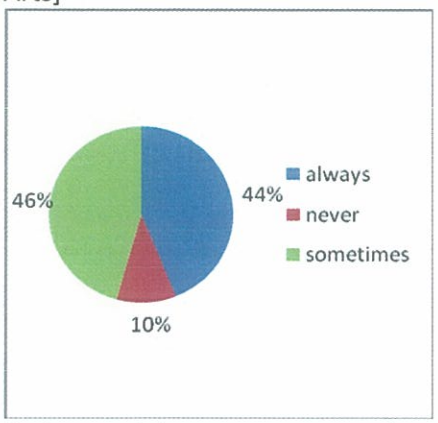
Assignments in ___ prepare me for class and tests. [World Language]



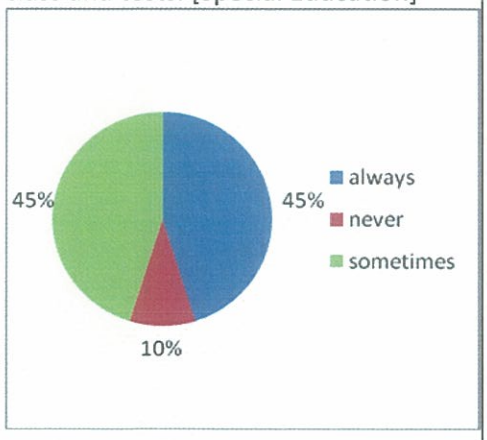
Assignments in ___ prepare me for class and tests. [Technical Education]



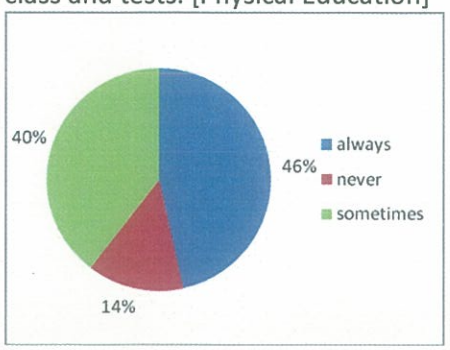
Assignments in ___ prepare me for class and tests. [Visual/Performing Arts]



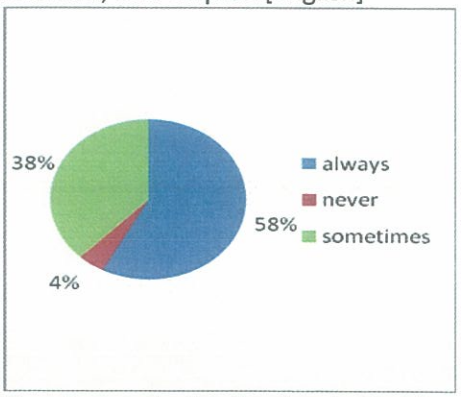
Assignments in ___ prepare me for class and tests. [Special Education]



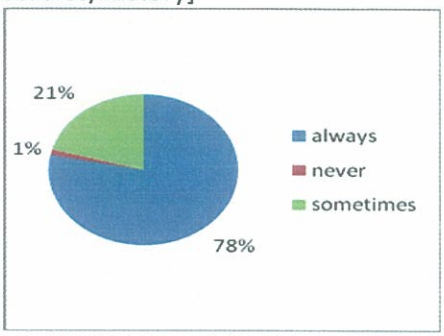
Assignments in ___ prepare me for class and tests. [Physical Education]



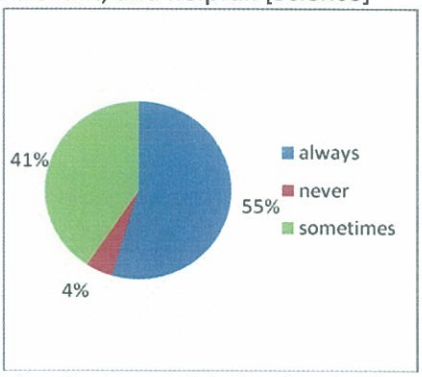
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [English]



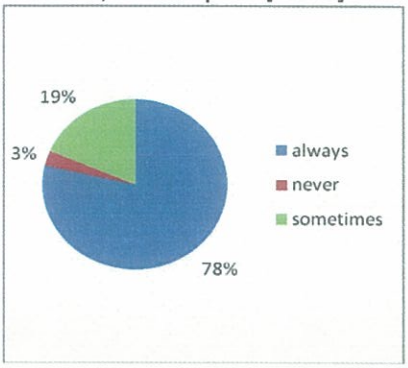
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [Social Studies/History]



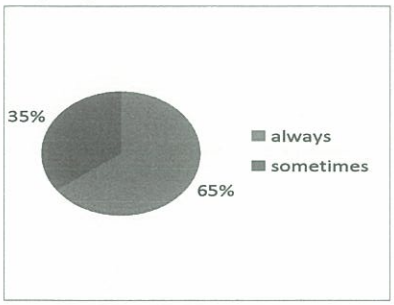
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [Science]



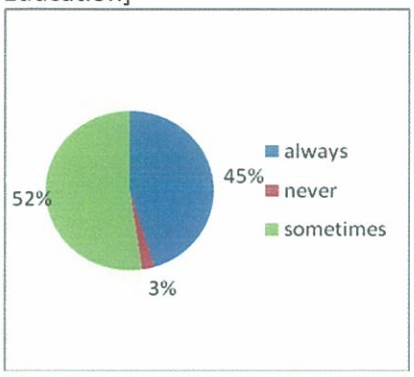
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [Math]



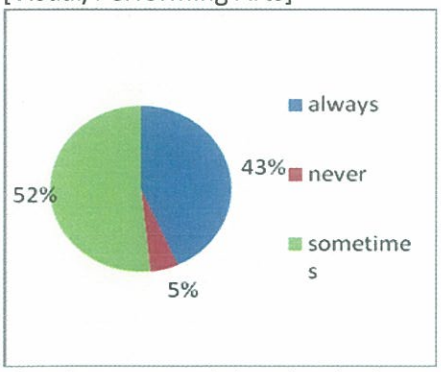
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [World Language]



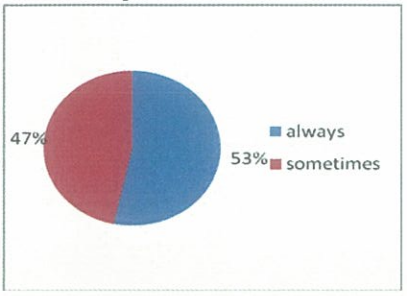
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [Technical Education]



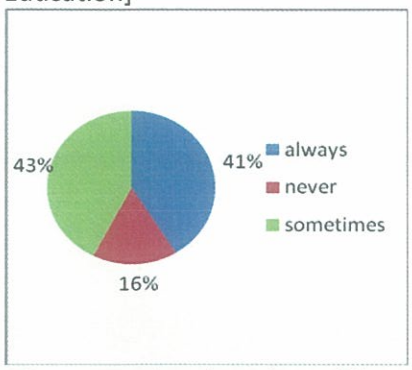
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [Visual/Performing Arts]



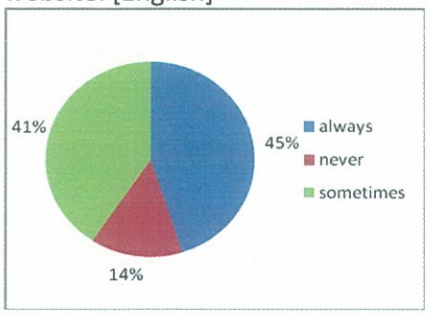
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [Special Education]



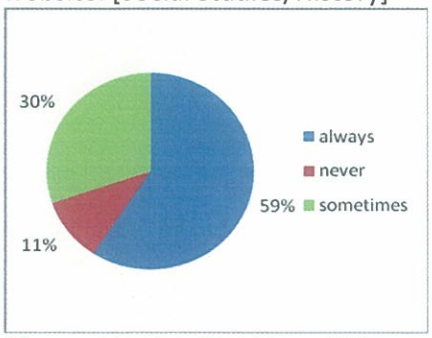
The class materials/textbooks that I have used in my ____ class are useful, relevant, and helpful. [Physical Education]



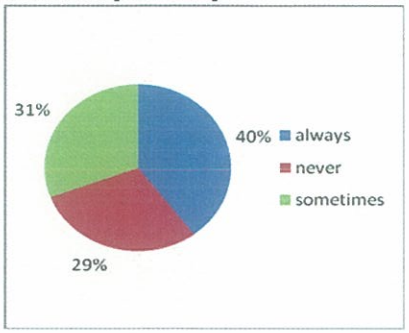
My ___ teacher that I have this year uses Blackboard or another class website. [English]



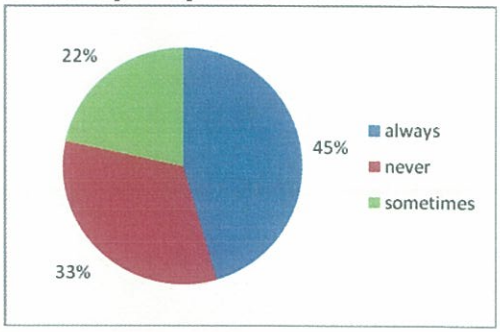
My ___ teacher that I have this year uses Blackboard or another class website. [Social Studies/History]



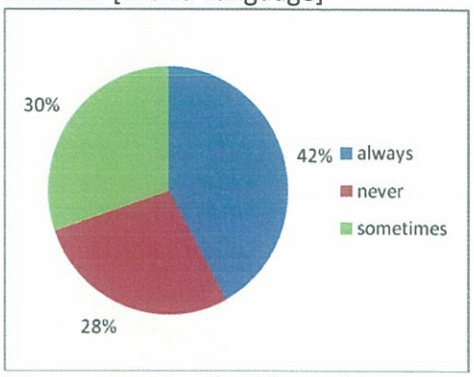
My ___ teacher that I have this year uses Blackboard or another class website. [Science]



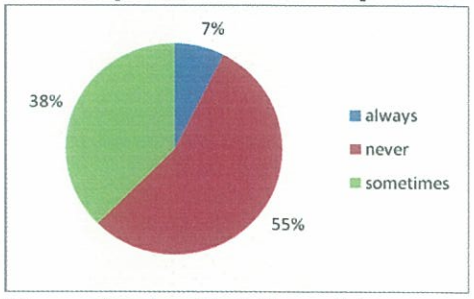
My ___ teacher that I have this year uses Blackboard or another class website. [Math]



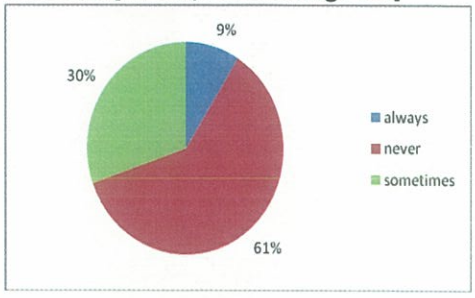
My ___ teacher that I have this year uses Blackboard or another class website. [World Language]



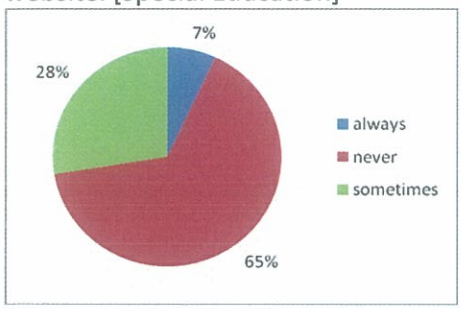
My ___ teacher that I have this year uses Blackboard or another class website. [Technical Education]



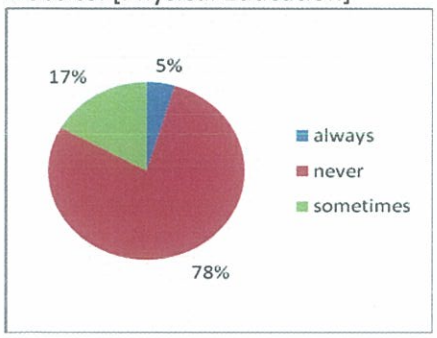
My ___ teacher that I have this year uses Blackboard or another class website. [Visual/Performing Arts]



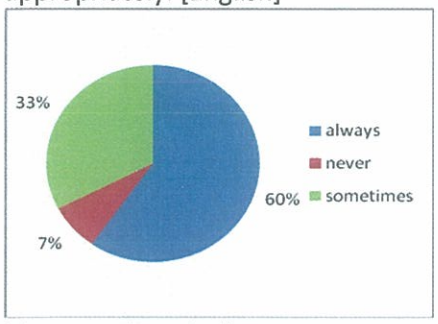
My ___ teacher that I have this year uses Blackboard or another class website. [Special Education]



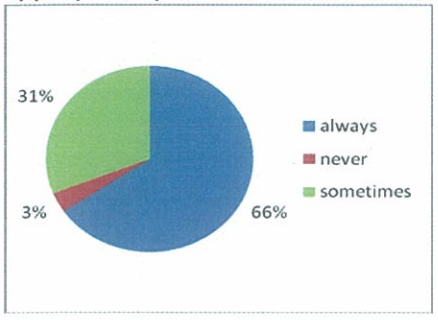
My ___ teacher that I have this year uses Blackboard or another class website. [Physical Education]



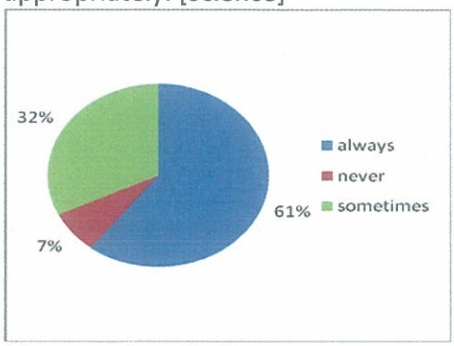
My ____ class challenges me appropriately. [English]



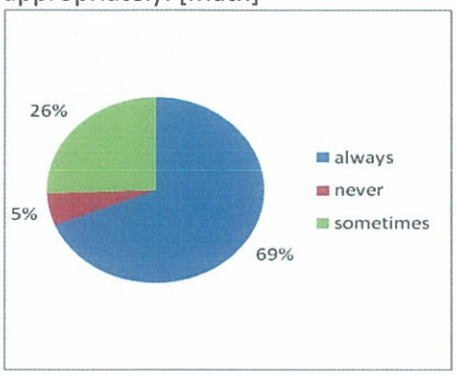
My ____ class challenges me appropriately. [Social Studies/History]



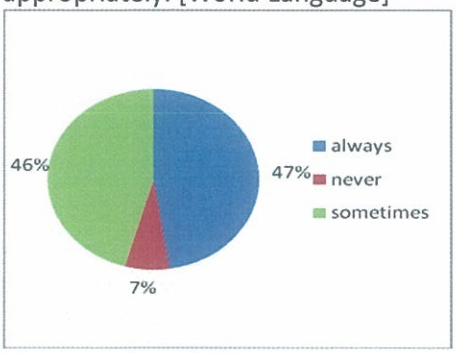
My ____ class challenges me appropriately. [Science]



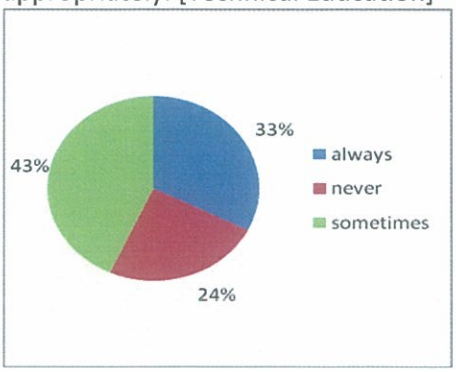
My ____ class challenges me appropriately. [Math]



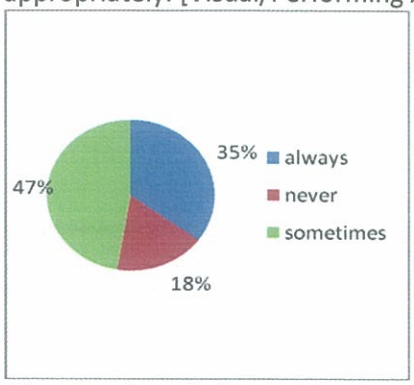
My ____ class challenges me appropriately. [World Language]



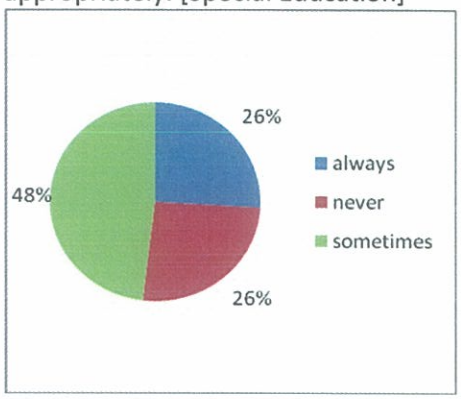
My ____ class challenges me appropriately. [Technical Education]



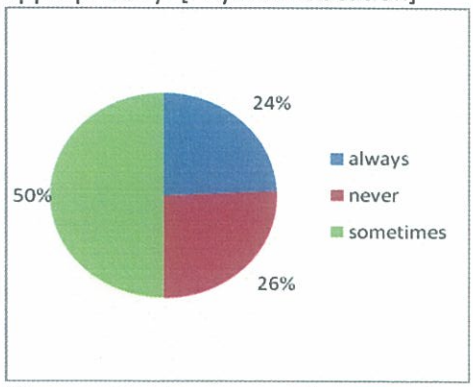
My ____ class challenges me appropriately. [Visual/Performing Arts]



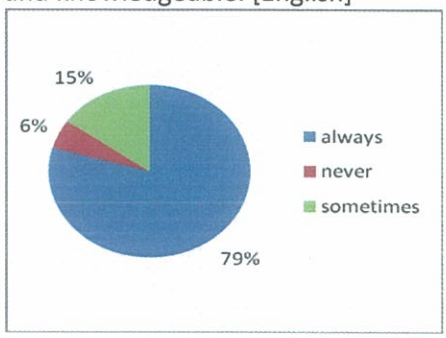
My ____ class challenges me appropriately. [Special Education]



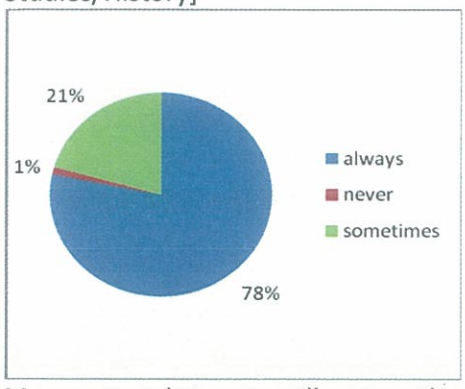
My ____ class challenges me appropriately. [Physical Education]



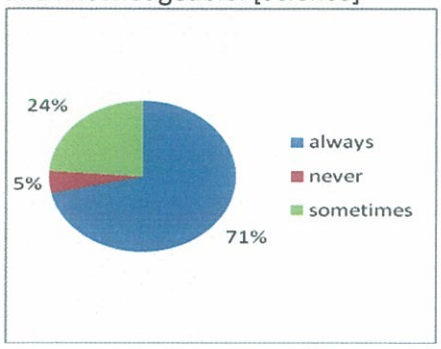
My ____ teachers are well prepared and knowledgeable. [English]



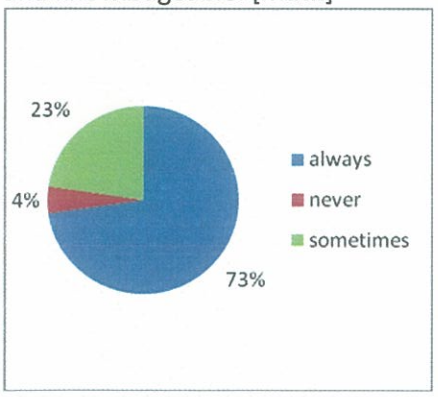
My ____ teachers are well prepared and knowledgeable. [Social Studies/History]



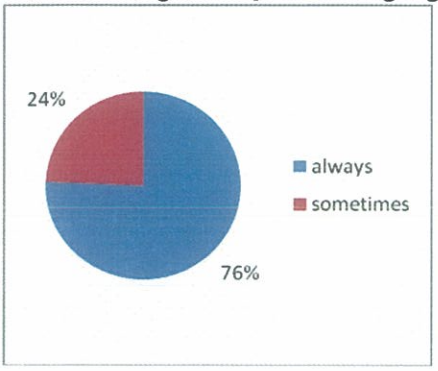
My ____ teachers are well prepared and knowledgeable. [Science]



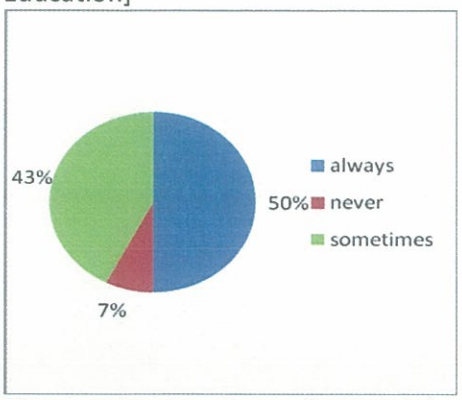
My ____ teachers are well prepared and knowledgeable. [Math]



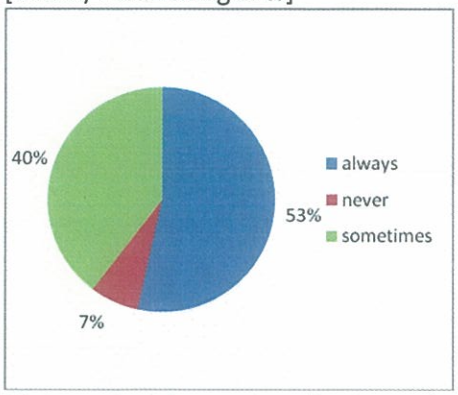
My ____ teachers are well prepared and knowledgeable. [World Language]



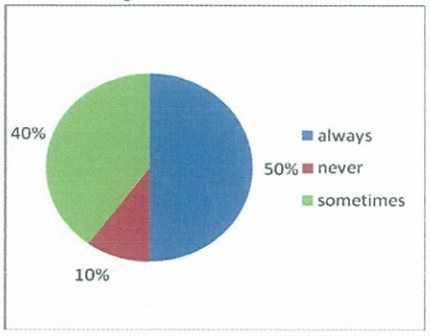
My ____ teachers are well prepared and knowledgeable. [Technical Education]



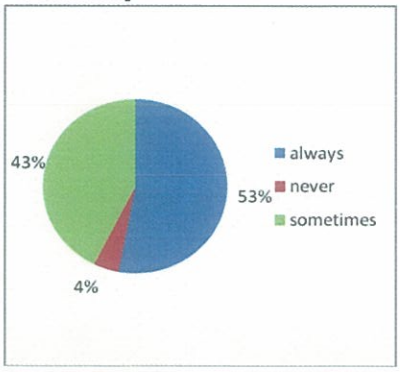
My ____ teachers are well prepared and knowledgeable. [Visual/Performing Arts]



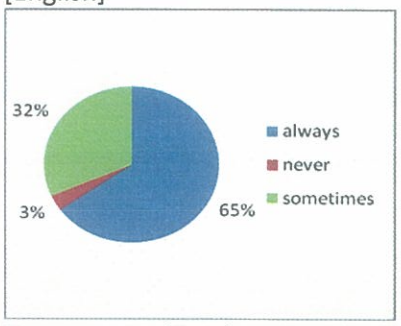
My ____ teachers are well prepared and knowledgeable. [Special Education]



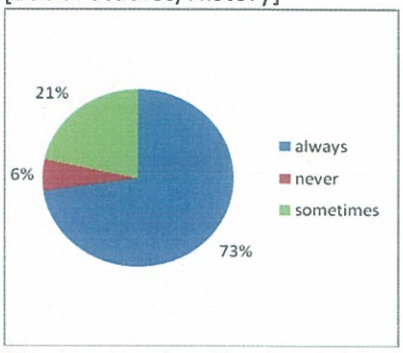
My ____ teachers are well prepared and knowledgeable. [Physical Education]



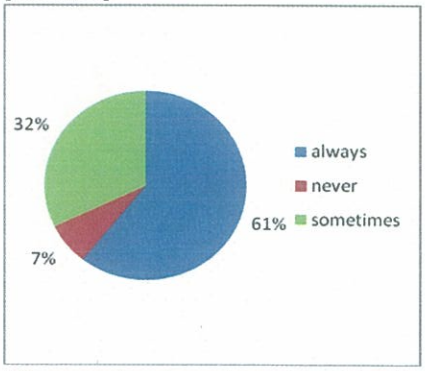
My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [English]



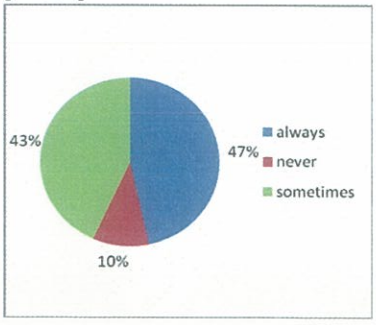
My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [Social Studies/History]



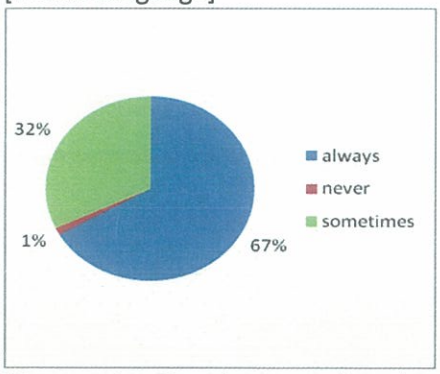
My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [Science]



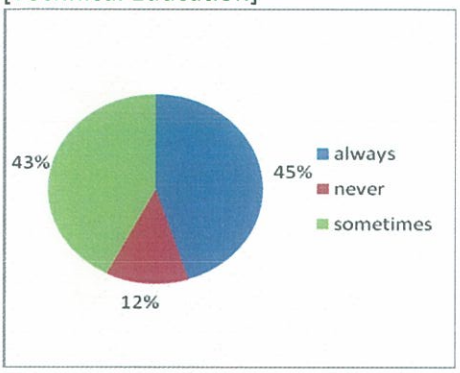
My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [Math]



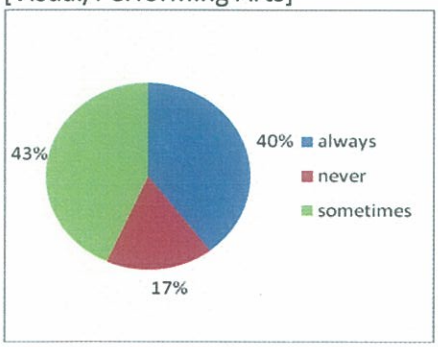
My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [World Language]



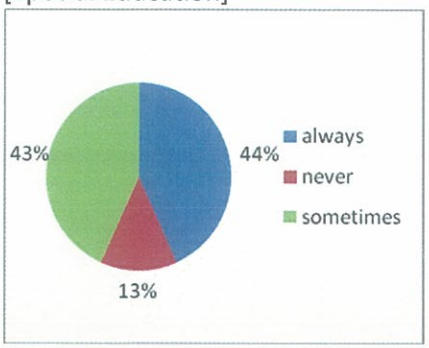
My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [Technical Education]



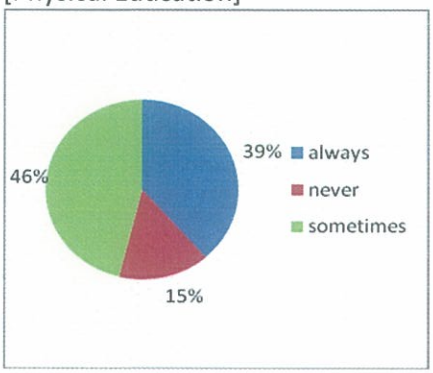
My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [Visual/Performing Arts]



My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [Special Education]



My ____ teachers have taught using a wide variety of techniques (lecture, discussion, group activities, labs, etc.) [Physical Education]



PARENT SURVEY REPORT

INTRODUCTION

The WASC accreditation process requires input from various participants in the school community. To seek the parents' feedback a committee of 14 parents was established to compile a survey. A conscious effort was made to develop a committee that represented various grade levels as well as the school's diversity both in culture and interests (e.g. sports, visual and performing arts, leadership, etc.). These committee members also attended one of the five monthly focus groups with school staff and students and provided input to the recommendations developed by the WASC self-study team.

SURVEY METHODOLOGY

The group met on three occasions to review previous surveys and to prioritize the information the group sought to obtain through a school wide parent survey.

The final survey consisted of 51 questions the majority of which parents were asked to rate their response using a five point Likert scale with an additional "don't know/NA" option for those services or programs they were unfamiliar with. An opportunity was provided for parents to make additional comments for each section of the survey as well as a prompt at the end of the survey to comment *on "What is going well at Las Lomas"* and "*What could be improved at Las Lomas*". The survey was distributed via enews for a period of four weeks during the month of March 2010. Parents having more than one student at the school were given the option of completing a separate survey for each student. A total of 495 surveys were completed out a possible of 1420 students (35%). A summary of the responses to the closed-ended questions appears as an appendix to this report. The responses also included over 69 pages of parent comments, only a small fraction of which could be included in this report.

The responses from the survey were analyzed by a subgroup of the parent committee comprised of six individuals. Two compiled the data and charts for the committee and the remainder analyzed the data and comments for the following categories; Vision, Purpose, Governance and Culture, Instruction and Curriculum, Services and Support, Assessment and Accountability, and Communication. Survey . Findings were presented to the WASC Leadership team and focus groups during monthly meetings. The results of the survey were also shared with the parent population at a PTSA meeting and via enews. This report was authored by the four-person committee subgroup of Glynnis Cowdery, Mary Holzheimer, Alison Ridenhour, and Toni Steil Bozym and reviewed by the entire parent committee for feedback and approval.

SUMMARY OF FINDINGS

Parents were asked to report the gender and grade of the student they were completing the survey about. The survey was completed by a fairly equal representation of student class and gender, with the majority of responses coming from parents of Freshman Boys

(16.7%) and the fewest coming from parents of Senior Boys (8.7%). The average response representation by class and gender was 12.3 %. The majority of responses came from homes where English is the primary language spoken (93.6%), which suggests that the survey results are not representative of the non English speaking families at a Las Lomas, which are estimated at 257 (18%) families representing twenty three languages. The majority of the parents who responded also plan for their student(s) to attend a four-year college (83.7%).

Parents responded favorably to questions about the commitment of the administration and staff, the dedication of the teachers and the general climate of Las Lomas. Here is a sampling of the positive comments received

Las Lomas provides a safe environment with lots of learning options. Parents are strongly encouraged to remain involved. I believe the administration of Las Lomas truly care and this survey show interest in continuing improvements for our students.

Las Lomas is providing my child with an excellent education and my son gets to be part of(a) learning community that values financial and ethnic diversity.

Good solid education, good sports program, opportunities to choose advanced/honors classes, good selection of electives. Excellent communications from the principal's office and major organizations (PTSA, WCEF, Boosters, Class Reps, etc...).

Several of the comments reflect the communities' concern over the state budget cuts to education. The following are a few examples

I am seriously concerned about budget cuts impacting the quantity of classes, and the quality of courses at Las Lomas.

I hope that Las Lomas does not lose its high standards through the budget cutting process.

Suggestions regarding what could be improved at Las Lomas were directed to comments about facilities, specific teachers and programs as well as comments, such as the following that were directed to providing support to struggling students

Remember that no student should be left behind. I'd like to see more pro-active assistance for students struggling academically.

Need to better support kids that are struggling. Schools that do this well take a more proactive approach.

Overall the responses to the majority of the questions fell in the "Strongly Agree" and "Agree" categories. The following is a break down of responses and highlighted comments for the categories of Vision, Purpose, Governance and Culture, Instruction and Curriculum, Services and Support, Assessment and Accountability, and Communication.

VISION, PURPOSE, GOVERNANCE, AND CULTURE

Overall, we couldn't be happier at Las Lomas. We could have lived in any community within the Acalanes High School District. We specifically chose Las Lomas over the other high schools, and we couldn't be more pleased with that decision. Las Lomas is providing my child with an excellent education and my son gets to be a part of a learning community that values financial and ethnic diversity.

This is my last year at Las Lomas... I want to commend the principal and all his staff for the wonderful job that they have done and are doing in these difficult times. I understand that much of a school's success is due to leadership and teamwork. My kids have had the privilege of attending a school with diversity and academics. They have made lifelong friends and have connections to the many graduates from LLHS.

Overall, the parents responding to the survey believe that Las Lomas offers a rich academic and broad cultural environment for their students. They attribute much of the current cultural climate of the school to the administration's high standards for diversity awareness, opportunities for every student to find his/her place and the awareness of and adherence to school policies. The parents believe their opinions are valued and they have the opportunity to become involved in their student's education. They believe the school offers many opportunities for students to become involved also: athletics, drama, music, academic clubs, etc.

The parents feel included in the community of the school and believe their voices and opinions can be heard.

Seventy six percent (76%) of the parents responded that they strongly agreed or agreed to the following questions:

- My student is being well prepared for life after high school.
- My student is motivated to go to school.
- Las Lomas encourages my student to be an individual.

The following comments provide examples:

Pat Lickiss has been an outstanding principal - staying in touch with parents and exhibiting an exceptional level of participation and pride in Las Lomas.

The overall morale of the entire campus (students & faculty) is incredible, due to our outstanding principal and a staff that works so well under his direction.

Las Lomas is a very good school, with an excellent principal who obviously cares deeply about the students and their experience at LL

The communication and partnership with the school/parents is wonderful and the students are supported.

The sense of community and spirit. The respect of faculty, students, and others at the school.

Students feel a strong sense of loyalty to Las Lomas; they are proud to be Knights! They also feel the teachers and staff really care about them and their future. It is like it's their own community.

Students respect each other and expect to learn

We believe the students of Las Lomas have much at hand to help them be successful. Even though we are facing horrible budget cuts, the community of LL is strong and supportive. The e-mails from the principal are vital and appreciated. The faculty cares about the students as well as one another. The students see this on an everyday basis. We find it comforting. Thank you all.

Students are challenged academically and there seems to be a culture at the school supporting hard work, doing well in classes, and staying healthy.

We hope and pray that you will find a principal that sets the tone of mutual respect that Pat Lickiss does. He reminds us of a host at a great party that makes all his guests feel comfortable and welcome. There is room for lots of fun but boundaries are to be respected and honored. The party is a huge success!

The social aspect of school is well rounded at Las Lomas. It seems to be a good way to for the kids to relationships, outside of class, in a healthy atmosphere.

Nice feeling of community overall. Good school with diverse student body. Relaxed feeling.

My daughter feels safe and included. She enjoys the many activities and sports (participating and just watching). The campus is BEAUTIFUL!

Well rounded and seems to be a happy school (an important consideration in this critical time in a child's development). Good parent involvement.

Student body seems to be generally happy overall. I feel like this is a safe place for my son.

Las Lomas provides a safe environment with lots of learning options. Parents are strongly encouraged to remain involved. I believe the administration of Las Lomas truly cares and this survey shows interest in continuing improvements for our students.

Las Lomas is a great place: My child feels valued, respected, and cared for by teachers. My child often comments on the positive environment and how well people get along and respect each other. If there are "cliques" they even tend to "live and let live" with the other cliques. I am grateful for all that Las Lomas staff provides for my student.

Good solid education, good sports program, opportunities to choose advanced/honor classes, good selection of electives. Excellent communications from principal's office and all major organizations (PTA, WCEF, Boosters, Class reps, etc.)

Support groups (i.e. PTSA, WCEF) are passionate about building and supporting the best education possible for our students.

I am extremely impressed by the intelligence and knowledge of the faculty, as well as the rigor of the academic curriculum. That is why we sunk the life savings of three generations into moving here and have no regrets.

The academic standards are very high and my student (and past student) are highly prepared for college

Thanks for taking great care of my kid. Supporting him in developing into a fine young man.

I can't ask anything more of Las Lomas. It is an extremely well run school. I have no complaints. My son and now, my daughter, are successful graduates of Las Lomas. Their success to adulthood will be attributed to their home-life and to their education at Las Lomas!

My daughter appreciates the feeling of tolerance and acceptance fostered at Las Lomas. She is certainly being prepared for college quite well.

Our daughter's 4 years at Las Lomas have been terrific. We have seen her grow into an involved, engaged young woman, partly due to the stimulating teachers and classes that Las Lomas has. She was captivated by journalism but it could just as easily have been photograph or drama or even art. It's important that Las Lomas maintain it's wide variety of well-taught electives in order to give kids avenues to explore as they begin to sort out their lives.

As a parent of two recent alums who are attending 4-year colleges, I can honestly say that Las Lomas does an excellent job of preparing students for college. Both graduates have commented (unsolicited) how much better prepared they are than their college colleagues (UC campuses) in all subject areas.

Las Lomas is a great school. I feel that my son is learning life-long lessons, as well as academics.

The parents offered comments for areas of improvement:

Be thinking long term re: what skills will be needed to make-it in the coming years... skills in understanding how businesses operate, how can students be innovators... so they can apply same skills in the work-world, how to start their own small business and create value in the community / to other consumers, introductory course on how personal finances work, class on basic first aid. Classes taught during the last few years may no longer apply to what's ahead.

More life-learning lessons on how to enter the "real world" after their senior year. Identify a student's skills and productivity by emphasizing on skills like for vocations. Not each and everyone is cut out for College. A teacher can easily spot a talent and work on it.

I don't think these areas need improvement, but need to be sustained: arts, music, drama electives and other electives, which are necessary for students to graduate and attend colleges. So funding for these should be retained. (i.e. some students actually are going to be music, art and drama majors in college, which requires a bit more than 2nd level classes only, the bare minimum for high school graduation).

Involve students in taking on a leadership role in finding ways to succeed in recessionary times.

Students can: - Reduce energy use - Care for books - reduce paper waste - make larger classes effective as smaller classes - involve students in addressing economic impacts on schools - Encourage student-led solutions, i.e., a Clothing Fair where students donate clothes to be available at low prices to raise money for school programs.

Parents responded with eighty nine percent (89%) strongly agreeing or agreeing that school policies and procedures are clearly explained. They confirmed with seventy two percent (72%) responding that the policies and procedures are then, consistently enforced. There were a significant percentage of responses, 20%, whom neither agreed nor disagreed or did not know if the policies and procedures were consistently enforced.

An example of comments were:

Clear communication to parents and students on expectations. No tolerance policies for improper behavior. Strong school spirit and sense of community.

We do not rely on the school to teach our children to resolve problems, respect diversity, exhibit good citizenship, or assume responsibility for his behavior. We do that and have been doing a fine job of that for 17 years. However, the school does administer rules and regulations that enforce those items.

Ninety percent (90%) of the parents responded that they agreed the TRI-S (annual student registration for school) process was easy to use (online registration, scheduling, etc.).

Seventy four percent (74%) agreed that the residency verification process was easy to use, but 14% disagreed.

Their comments were:

I love the online registration...I wish that the whole process could be online and that we didn't need to have TRI-S days.

Love the online registration process; wish we could do it for residency verification too. Tri-S is much more streamlined.

I know the residency verification is necessary, but when you are new parent moving from out of state the process is rather cold and uninviting. The district could do a better job of educating new parents (especially those moving from out of state) on the hows and whys...giving them a frame of reference would help the process.

Las Lomas encourages parental involvement in their student's school life. Seventy two percent (72%) of parents strongly agreed or agreed that their opinions are valued at Las Lomas. Similarly, ninety two percent (92%) of parents strongly agreed or agreed that they are offered a variety of opportunities to be involved.

The parent comments were:

The school definitely has a strong volunteer spirit. There are a lot of students and parents willing to lend their community support for the good of the school.

Las Lomas encourages positive and supportive interactions with counselor/teacher and student/parent. Pretty clear information about College options.

The parents offered the following comments for improvement:

There is an overwhelming need for volunteering...especially if one has kids in several different schools, and several different sports. If the activities could somehow be simplified that would be a welcome relief to the many overly busy parents in this area.

More interaction between teachers and parents either via the phone or email or whatever method would be most helpful.

It would be nice to have more volunteer options during hours available for parents who work fulltime.

Parents indicated that students participate in many of the extra-curricular activities offered. They believe the school offers diverse opportunities for students to become involved also: athletics, drama, music, academic clubs, etc. Seventy five percent (75%)

of respondents indicated their students participate in extra-curricular activities provided by Las Lomas.

Some of the parent comments follow:

Extra-curricular activities have been outstanding.

Leadership Class has been absolutely invaluable to my daughter. She is becoming a citizen of her community thanks to this class. INVALUABLE.

My daughter participated last year in both school plays and would have done so this year if her health had allowed her to. The plays have been an outstanding learning process for her, both on stage and as an assistant director.

My daughter has found a home in the Journalism class. Her teacher has been an inspiration and she is now looking to pursue journalism (in some form) as a career.

The key to keeping kids out of trouble is keeping them busy with extracurricular activities - Las Lomas excels in this area! There's something for everyone!

In many cases it's the extra-curricular activities that keep the students motivated at school. I value any organization that helps to support this.

I like the diversity of electives and the ability for all students to find hobbies and keep them out of trouble in something like a club or after school sport.

There are plenty of opportunities for students to become involved in clubs and activities.

Our daughter is often attending academic and athletic events on weekends and has earned a number of awards during her four years in high school.
I am impressed with how much responsibility the students are given with regards to their extracurricular activities and individual class responsibilities for their fundraising. Student performances are student driven and you can tell they were involved in the planning process. This a big change from our former district....Parents and staff made all of the decisions and the kids were just along for the ride. I feel like Las Lomas does an excellent job of guarding against over the top productions across all activities. In the world of excess, it is nice to send my child to a school where he doesn't have to deal with the "Keeping up with the Jones" mentality.

Las Lomas is a really wonderful school and we are largely thrilled with her experience. Great teachers and supportive staff all around. Lots of activities, something for everyone.

Las Lomas provides many parents events/activities to educate and increase parental awareness: 8th Grade Orientation, Back to School Night, College Planning Nights, Parent

Education, District Informational Meetings, Open House. Students can be involved in the school community: All Knighter, Band Performances, Drama Performances, Homecoming Week, Junior Prom, Senior Ball, Leadership Activities, The Page (school newspaper) and the Yearbook.

Overall, the parents responded with sixty to eighty six percent (60-86%) strongly agreeing/agreeing that they value the above activities.

The parents commented:

LLHS community does a good job of keeping things in perspective; I think all of these events/activities are important.

I think the PTSA is one of the best resources for parents at Las Lomas.

I was impressed in the fall with the back to school presentations by the teachers and believe my son has had a positive first year at Las Lomas thus far.

The parents offered the following suggestions for improvement:

It would be informative to have department information nights, similar to back to school and open house only grouped by department so parents could get a good understanding of the breadth of each department.

The 8th grade orientation was helpful for the first child entering Las Lomas, but I don't plan on attending it when my other students come into Las Lomas.

Homecoming week activities get to be too much and it's hard for the kids to keep up with studying and homework.

I like the idea of the Senior All Knighter, but I do believe it doesn't need to be so "grand." After volunteering a couple of times, the kids like the activities, but don't need all the glitz. When I asked a number of them after the event about specific things, they told me they didn't really notice this or that--things parents made extra special effort to do.

Less money spent on All Knighter party, donate some to worthy cause that class votes on.

Eighty nine percent (89%) of parents responded with "strongly agree/agree" that Las Lomas provides opportunities for parents and community members to understand societal problems and pressures facing students (e.g. alcohol, drugs, bullying, depression, sexual behavior, etc.)

Comments:

Respect of diversity, good citizenship, and responsibility for one's own behavior has been taught at home to my son since the day he was born. I believe LL also encourages all of these behaviors on campus.

Everyone has different opinions; we all need to respect each other, regardless of viewpoints.

Instruction and Curriculum

Ninety-two (92%) percent of the respondents indicated that they agreed or strongly agreed that Las Lomas has clearly defined graduation requirements. Seventy four (74%) percent agreed or strongly agreed that their student is being encouraged to become an independent learner, with 66% percent agreeing or strongly agreeing that the curriculum meets their students specific academic needs, that the teaching at Las Lomas stimulates and engages their student and that they are satisfied with the variety of electives offered

The subsequent Table summarizes the responses (agree/don't know) to the question: Las Lomas provides a broad and challenging curriculum in the following subjects.

Course Area	Strongly Agree/Agree	Don't Know/NA
Career Tech (food, auto, wood, etc.)	59%	17.8%
English/Language Arts	88%	1.3%
English Language Learners	25%	55%
Foreign Language	83%	2.1%
AP/Honors	77%	8.6%
Mathematics	90%	.9%
Physical Education/Health	79%	4.4%
Science	88%	1.9%
Social Studies	88%	1.3%
Special Education	19%	57.5%
Student Activity Classes (Journalism, Yearbook, Leadership)	71%	12.4%
Visual & Performing Arts	73%	10.7%

The agreement with broad and challenging curriculum areas ranged from 19% in Special Education to 90% in the area of mathematics with an average of 70% overall. Of particular note is that areas that did not rate highly in the percentage agreeing or strongly agreeing are areas where the majority of respondents where not familiar with the area,

suggesting that the survey is not able to adequately address the areas of English Language Learners, or Special Education. When these two areas are removed from the responses overall average of satisfaction increases to 80%.

The comments in the area of Academics and Curriculum focused primarily on the concern of pending budget cuts and their impact on quality and choice of classes as well as the reduction in the length of the school day. Additional comments focused on the need to address varying learning styles and abilities as well as study skills.

A mandatory class on study skills should be taught in high school.

Not enough time or assistance is provided around study skills.

I find that study skills need to be taught at home. It was never taught to either of my kids in school.

When asked if teachers use electronic communication so that parents can monitor student's grades or assignments, only 53% agreed or strongly agreed this was accurate. Twenty-nine percent (29%) disagreed or strongly disagreed with this statement. Several of the comments were directed at this under used resource. Here is a sampling:

Through three years of schooling, approximately half (or less) of my son's teachers have used Blackboard. Even so, only one or two teachers keep it up to date. It's a great idea in principal but not in practical use.

I am extremely disappointed with the teachers' non-use of Blackboard and MyGradebook.com. I am unable to monitor my student's progress or assignments.

This year only two of my student's teachers are using Blackboard. I wish more of them did. One of these posts PowerPoint presentations and this wonderfully helpful to my student.

SERVICES AND SUPPORT:

Services and support at Las Lomas are represented by the counseling services, student support services and the athletics program.

The responses for the Athletic Program represented 16 sports with 478 responses (some students in more than one sport). The survey results indicated that the 'Las Lomas Athletic Program' met expectations, as 64.5% of the respondents respectively replied favorably to this question. The athletic coaching met parent expectations at a rate of 59%. In reference to the Athletic Trainer role in the LL athletics department, while 42.7% agreed favorably that the trainer met their expectations, many didn't know about this role or answered 'Don't Know, N/A' (27.6%). There were many comments regarding the athletic department ranging from quite favorable, "*Athletic program excellent!!*" to comments critical of the program. Twice as many comments reflected

unsatisfactorily on the athletic program (19 negative, 10 positive). Generally negative comments were related to dissatisfaction with specific members of the coaching staff.

The College and Career Center was rated favorably at 66.7% responding that this program met expectations and the Student Guidance Counseling office rated 64.9% in the same criteria. This center also scored high in reference to meeting educational and/or vocational needs of the respondent's children (70.4% favorable) and as well as in the area of assisting students in resolving their problems (59.9% favorable). The comments relating to the counseling programs at Las Lomas were varied. Most were quite favorable

We have received wonderful support from the counseling staff.

There were several comments indicating that parents wanted to see more interaction between the student and academics counselors. The following comment is one example;

I'm disappointed that the kids aren't required to meet counselors more frequently to really build a relationship throughout their high school years. Boys don't tend to want to 'seek counselor advice'. But they need it just as much.

Other survey questions related to parent perceptions of their student's citizenship skills. Approximately eighty percent (79.8%) of parents answered favorably when asked if their student is being taught to respect diversity. When asked if their student is being taught to exhibit good citizenship, 84.9% responded favorably and on the question of whether the student is being taught to assume responsibility for their own behavior the favorable response was 84.6%. Several parents responded to these questions with comments such as

"We teach accountability and citizenship at home, it gets reinforced at LL for the most part."

The Automated Attendance function was rated favorably at 78.7% in meeting expectations in reporting to parents, student's tardies or missed classes. Library services also rated high at 68.2%. However, relating to the Cafeteria meeting parental expectations, those who replied 'Agree' or 'Strongly Agree' numbered 38.4% with only 7.9% 'Strongly Agreeing'. Additionally, 26.8% of the respondents replied with 'Don't Know, N/A'. The question regarding the cafeteria did prompt a number of comments, most of which suggested that healthier foods should be offered. Ten comments reflected dissatisfaction with the Las Lomas cafeteria and there were none in support of this service.

Several other LL services had relatively high replies of 'Don't Know or 'N/A'. The Crisis Counseling center had favorable replies of 33.3%, while 43.4% replied 'Don't Know, N/A'. Health Services (Nurse) had favorable responses of 32.1% , while 34.6% answered 'Don't Know, N/A'. Responses to the expectations for the Psychologist, Peer Tutoring (Student to Student) and Teacher Academic Tutoring services had the following

responses respectively: 29.2%, 21.5% and 34.3% felt favorably while 43.1%, 51.5% and 38.5% respectively replied 'Don't Know, N/A'. This represents a relatively high number of families who are likely unfamiliar with these services.

ASSESSMENT AND ACCOUNTABILITY

Overall, parents responded very favorably about grading expectations, the level and quantity of homework, and the variety of elective classes that are available to students. Parents also felt that their students are being encouraged to become independent learners and that Las Lomas is stimulating and engaging their child.

Seventy-eight percent (78%) agreed or strongly agreed that grading expectations are reasonable, while just over 5% disagreed or strongly disagreed and 15% neither agreed nor disagreed on this point. Sixty-three percent (63%) agreed or strongly agreed that grading expectations are consistently applied. Another 12.5% disagreed or strongly disagreed that this was the case, while 20% neither agreed nor disagreed. A few parent comments provide more detail on what could be improved:

There is a vast difference in coursework and grading criteria between different teachers teaching the same subject/classes and it can be unfair to good students who get the more difficult teachers. Also, certain of these teachers give harder tests but don't really teach the students well enough prior to giving the tests.

There seems to be a large variance in departments from teacher to teacher regarding curriculum, homework and grading. There is no reason that teachers within the same subject and grade cannot work to formulate even assignments and grading.

Some teachers don't seem to care when a child has a B+ vs. an A-. It makes a big difference in GPA results that impact college entrance. On borderline cases, some teachers don't encourage/help students achieve a better grade.

I don't think teachers are using a consistent grading system because when two students do the same homework/project together, I have noticed that two different teachers give significantly different grades to the same homework/project that was done. Their standards are not the same.

Similarly, in the area of homework, 72% of parents agreed or strongly agreed that homework is appropriate, while 11% disagreed or strongly disagreed. Of this 11%, 2% strongly disagreed. Another 15% of the parent that responded neither agreed nor disagreed. When asked whether homework enhanced their student's learning, 62% of the parents agreed or strongly agreed. Twelve percent (12%) disagreed or strongly disagreed and 22.9% neither agreed nor disagreed. Here as well, parents provided constructive commentary:

Academics are not strong enough and there is too much homework.

Not enough homework.

We have seen over the past 3 years that too many teachers assign busy work for homework, projects that do not stimulate but drain students of time and enthusiasm.

The teachers at Las Lomas have been uniformly excellent. Our only minor complaint is the occasional homework assignment that looks to be more busy work than an extension of a concept from that day's class.

Nearly three-fourths of responding parents (74.8%) agreed or strongly agreed that Las Lomas is encouraging students to become independent learners. While just over 19% neither agreed nor disagreed, only 4% said they disagreed or strongly disagreed. The following remarks are representative of the comments made in this area:

Many of the teachers do not provide timely feedback on tests and projects. Very few teachers ever give students the opportunity to actually see their test results so they can see which questions they got right or wrong. How can you improve?

Las Lomas demands that a student becomes an independent learner because the teachers are too busy to take the time to help or notice if a student is struggling…

Not all classes/teachers encourage independent learning and there is nothing wrong with that…No course is specifically designed to meet any individual student's needs. Home schooling is really the only answer to individual student's needs.

Perhaps the most mixed results in this category came under the following question: "Do you think that Las Lomas stimulates and engages your student?" Sixty-six (66%) agreed or strongly agreed, 22.3% neither agreed nor disagreed and 10% disagree or strongly disagree. Comments here represent this mix:

There are teachers that stimulate and engage my student and there are teachers who do not.

Some teachers do not motivate or teach but write notes and do handouts…

It is obvious that some teachers do a better job of engaging students than others.

Academic quality depends on the teacher. Some have been great, others less than satisfactory. Is any recourse possible for weaker teachers?

When asked if they were satisfied with the variety of elective classes available to their students, 66.4% of the parents either agreed or strongly agreed. Nineteen percent (19%)

disagreed or strongly disagreed and 13% neither agreed nor disagreed. Representative comments include:

Other Acalanes District schools have many more electives for top students and high achievers, especially those interested in engineering, environmental science and other careers for the future. For example, Las Lomas has "Architectural Design", while Acalanes and Miramonte offer "Engineering" and "CAD". Las Lomas has "Computer Applications", while Campo offers "Programming" courses. Las Lomas does not offer "Honors Physics", "Biotechnology," or "Environmental Science." In the Social Studies, Las Lomas offers "Law Enforcement", but lacks "Law and Society," "Contemporary Issues & Public Policy," and "Comparative Government." While Las Lomas aims to train police officers, Acalanes, Campo & Miramonte are aiming for lawyers. I am glad, at least, to see that all the schools have equal Math offerings.

The electives have been excellent in the past. This upcoming year remains to be seen.

As indicated by the previous parent comment and in other parts of this survey, some parents expressed deep concern about the district/state budget issues that could affect the quality of their student's education. These concerns are expressed in the following comments:

Worried about how budget cuts for next year will affect course selection and larger class sizes.

Dissatisfied with the shorter school schedule and fewer electives for the 2010-2011 school year.

Due to ongoing district budget cuts, elective options have been reduced. The budget impact is an unfortunate consequence to the curriculum offerings.

Keep all electives; these should not be on the chopping block. Giving kids these choices and opportunities is so valuable.

COMMUNICATION:

Las Lomas has made great strides in its communication practices in providing information to the high school community. However, while there are available tools for teachers to use to communicate with students and parents, this communication avenue has been underutilized. Generally the parent responses to this survey have been favorable but for the response to teachers' use of electronic communication (Blackboard, MyGradeBook.com, etc.) to communicate student progress and/or assignments, the response of 53.5% favorable in this category is balanced against 18.1% 'Disagree' and 10.7% 'Strongly Disagree'. This is a relatively high disapproval when compared with

other survey categories. A number of parents provided comments in this area, many reflecting this sentiment:

'***Tools like blackboard help me understand what's going on in the classroom. But not all teachers us it.***'

The use of on-line communications tools for teachers to use in providing feedback on assignments and grades should be included in a general review based on this survey's results. This sentiment may be similarly reflected in the next survey question asking 'I receive adequate communication from my student's teacher.' These results showed that only 38.5% responded positively on this question, while 32.2% responded negatively. 27.2% replied they neither agree nor disagree. However, when parents reach out to teachers, the scores are higher. For the question 'Teachers are responsive to parent requests and concerns', 61.7% replied favorably while only 8% replied with dissatisfaction. Similarly, when questioned as to whether teachers are courteous to parents 82% responded favorably while 2.6% replied unfavorably.

Relating to administrator and staff responsiveness to parent requests and concerns, parents replied favorably at 77.7% while 5.6% felt disapprovingly. For the question which asked parents if the Las Lomas administrators and Staff are courteous to parents, the response was 82.1% favorable and 5.6% unfavorable. There were however a number of comments which did express dissatisfaction with the courtesy of some of the staff personnel.

In general communications from the school regarding 'campus events, incidents and opportunities', the survey respondents were overwhelmingly satisfied with an approval rating of 96.1% and disapproval of .7%. This was primarily related to the school's use of a school wide email communication system which regularly sends out weekly newsletters, daily bulletins, general class and event specific announcements and high priority notices from the administration. These are targeted notices for various groups within the Las Lomas community. The school also utilizes two websites, one managed by the school and another which focuses on various areas such as class-related information, counseling and calendar information. This second website is managed through the school's PTSA. Parents responded to the survey question 'The Las Lomas websites provide useful information." Favorably with an 88% approval rating and a 2.2% disapproval response.

While general on-going communication seeks to keep parents up to date, there is also a need to educate parents on the concerns and statuses of the school and School District. Communications regarding district finances resulted in 92% indicating that parents were receiving adequate information and 1% stating they did not get enough information in this area.

In relation to parents' general knowledge of various specific district-wide concerns, parents in general reported high understanding of finances, with 79.4% stating they understand the 'District's finances and its impact on students' with 2.2% stating they did

not understand this issue (the remaining18.3% replied that they 'somewhat' understood). Similarly, 82.8% replied they understood the 'budget deficit issues facing the AUHSD' while 2.2% replied they did not (14.9 replying with 'somewhat'). The 'need to donate to the local education foundation (WCEF)' was understood by parents 82.8% with 2.2% not indicating understanding (14.9% replied 'somewhat').

Other questions in this section looked at parent understanding of the 'need for donations for class supplies in elective classes' (85.6% 'understand', 5.4% replied they did not understand while 8.8% replied 'somewhat'). An additional question regarding the 'need for athletic trainer donation funds' was less clear cut with 59.2% replying they understood this need and 22.1% responding negatively (18.5% responded 'somewhat'). More people indicated they understood why 'individual sports ask for additional funding' with 76.6% responding that they understood this need and 10.2% responding that they did not (13.1% replied 'somewhat' for this question).

Additional responsibility for school-wide communication is to help parents become aware of various campus groups and programs and the services they support. Parent responses indicated that they were aware of each of these programs at a rate of over 90% each: Athletic Boosters (91.3%), PTSA (95.3%), Performing Arts (91.1%), and the Walnut Creek Education Foundation (WCEF) (97.1%). Not far behind was the Associated Student Body (ASB) with 85.2% specifying awareness of this program.

The survey asked the parents to prioritize spending in a variety of areas to help evaluate parent feelings of various expense categories. These results were mixed and it's meaningful to consider whether the school had done enough to make the school community aware of the use and importance of each of these areas. On a ranking of 1-9 the highest ranking priorities to parents were '7 period day' with 27.6% ranking this item #1. 'Small class sizes' received a #1 ranking of 24.7% followed by 'up to date textbooks and teaching materials' with a #1 response of 12.7%. 'Student Guidance Counselor' reported 10.2% parents ranking this item as #1 and 'honors / AP classes' ranked #1 by 9.2%. The 'Variety of electives' question received 7.8% parents ranking this item as #1. The 'Career Counseling Center' ranked #1 for 2.6% of the parents and the 'Crisis Counselor' ranked at 3.2%. The 'library' was ranked by 1.6% of the parents as a #1 priority for spending. This data should be reviewed more closely than the general ranking to determine the full balance of the priorities placed by parents.

Summary

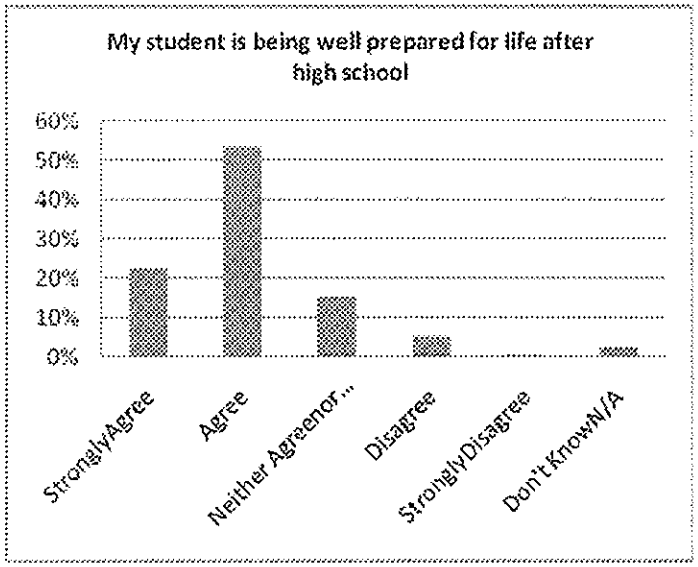
While we have highlighted some concerns in this report it should be noted that the majority of these concerns were about facilities, specific teachers, budget issues, under use of technology to communicate with parents.

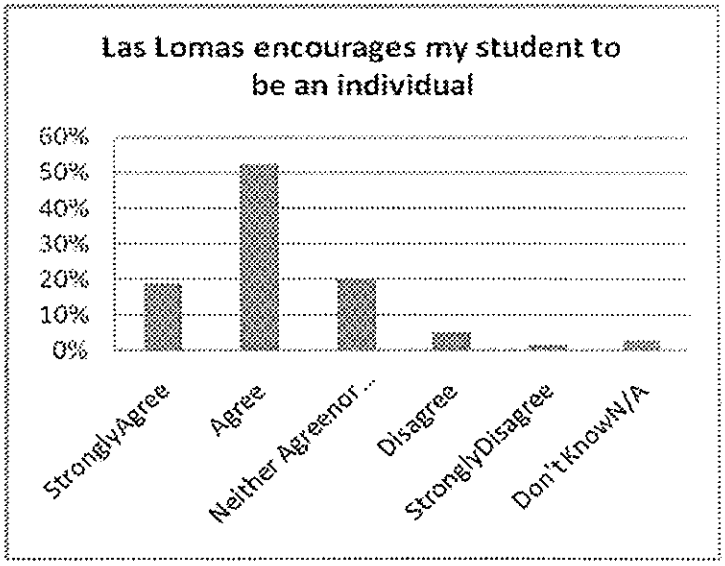
There were several survey questions in which the responses indicated high percentages in the 'Don't Know, N/A' category. These results need to be reviewed in an effort to explore how to make these services more known and understood by the Las Lomas community.

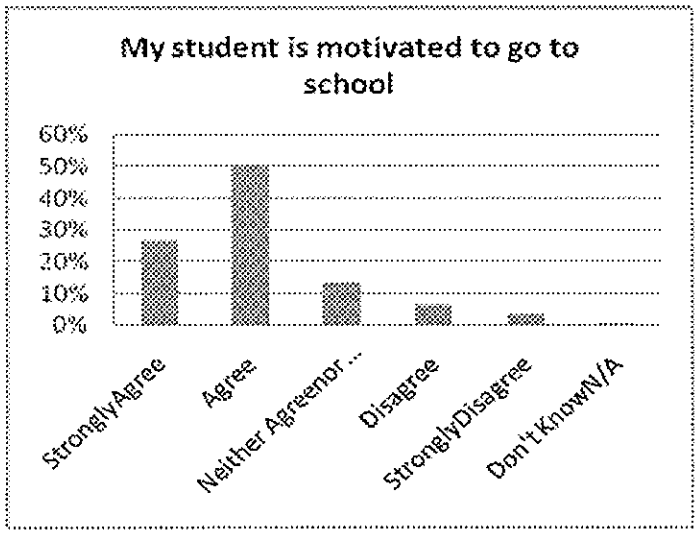
The responses to the majority of the questions fell in the Strongly Agree and Agree categories. Overall parents are satisfied with the Las Lomas environment and the education their child is receiving. We asked parents to comment on what is going well at Las Lomas. Teachers, Administration, Communication and an overall positive environment were listed over and over as successes at the school. This sentiment is summarized in the following comment

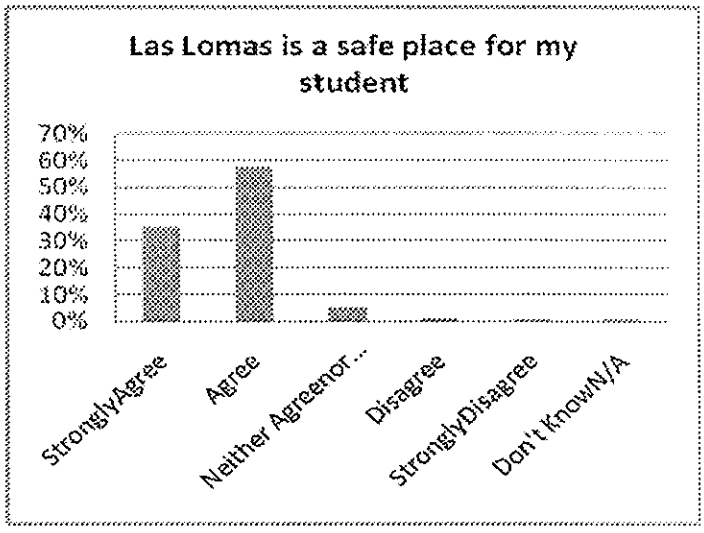
Las Lomas is a great place. My child feels valued, respected, and cared for by teachers. My child often comments on the positive environment and how well people get along and respect each other.

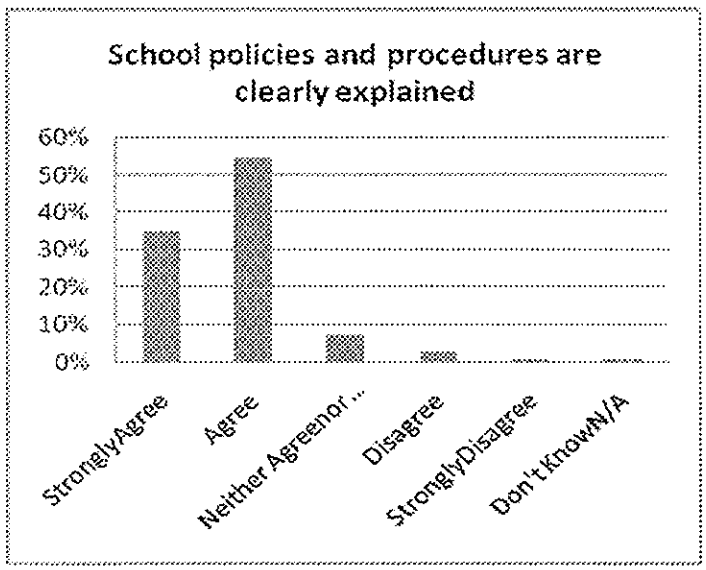
Respectfully Submitted
Parent Committee Co-chairs: Glynnis Cowdery, Mary Holzheimer, Allison Ridenhour
Parent Committee Members: Robert Bettis, Shari Borglin, Jackie Cienfuegos, Karen Clark, Kim Crane, Liz Davis, Jim Head, Veronica Logan. Mary Louie, Mark Mihelitch, Karen Schroter, Toni Steil-Bozym
Survey Construction and Data Analysis: Dana Carrigan, Lorraine Souder

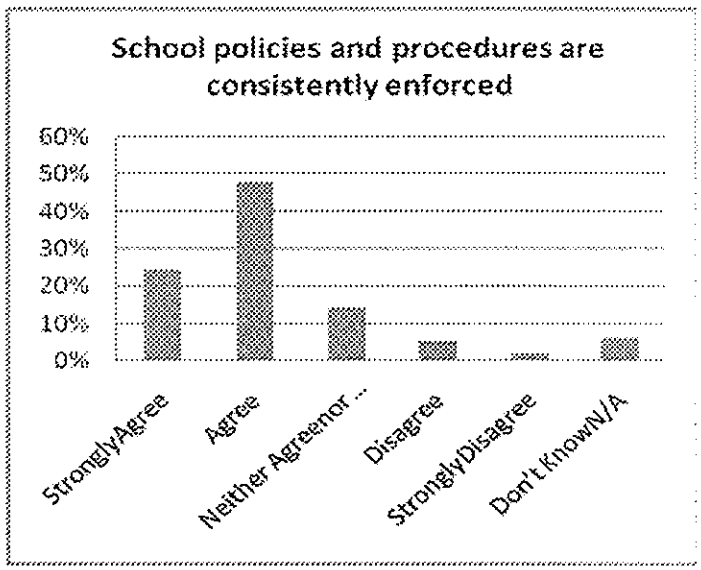

My student is being well prepared for life after high school
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

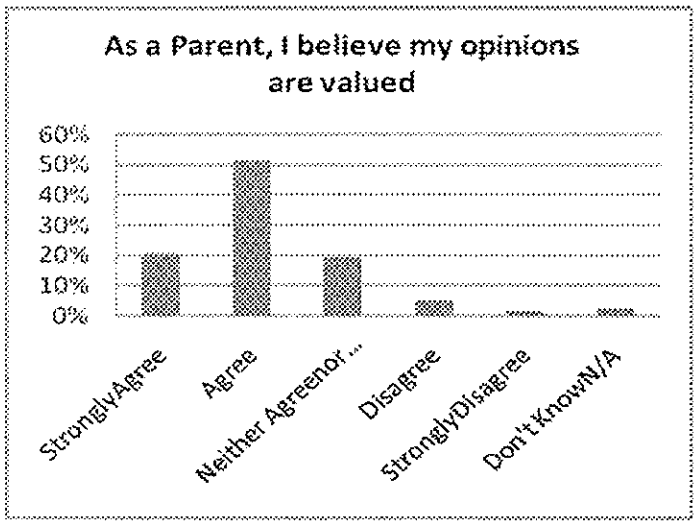

Las Lomas encourages my student to be an individual
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

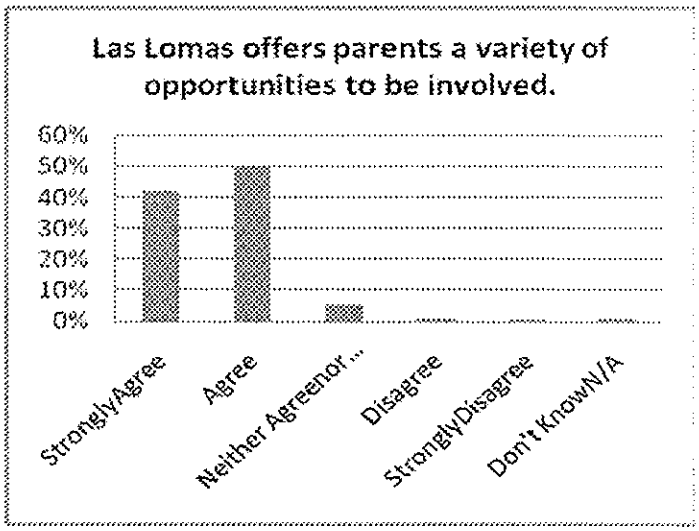

My student is motivated to go to school
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

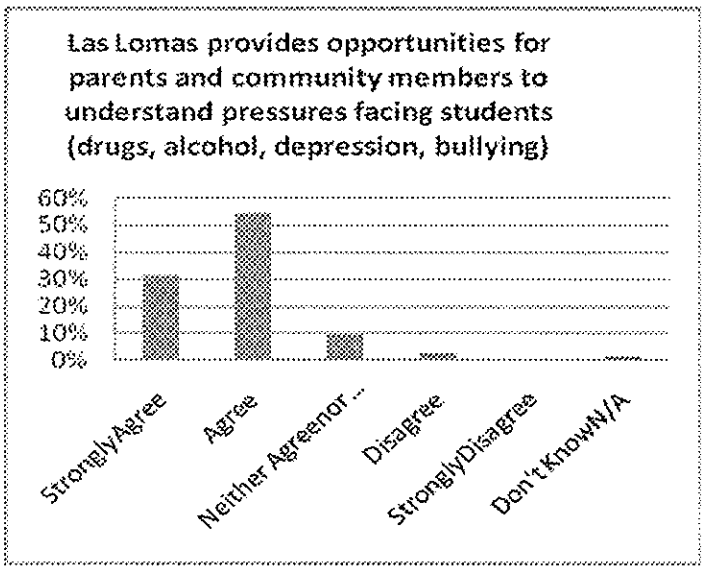

Las Lomas is a safe place for my student
70%
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

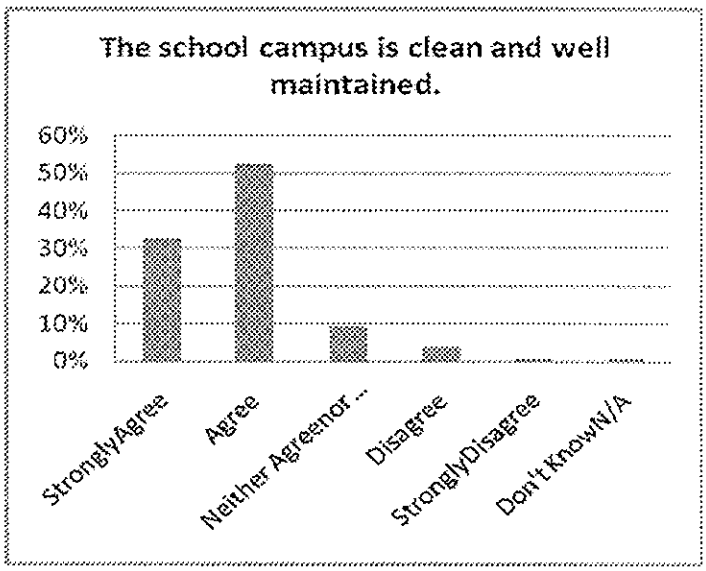

School policies and procedures are clearly explained
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

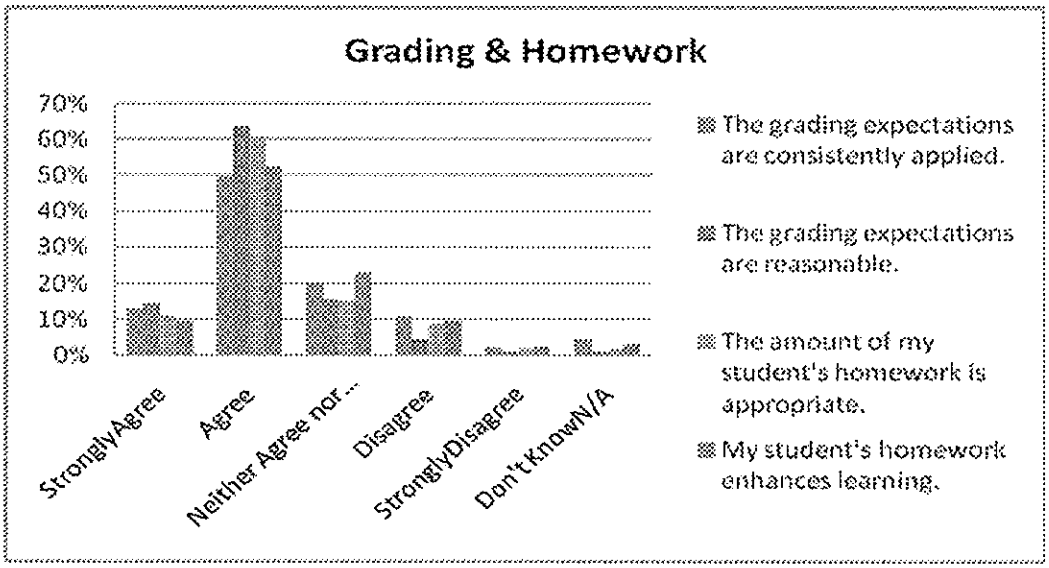

School policies and procedures are consistently enforced
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

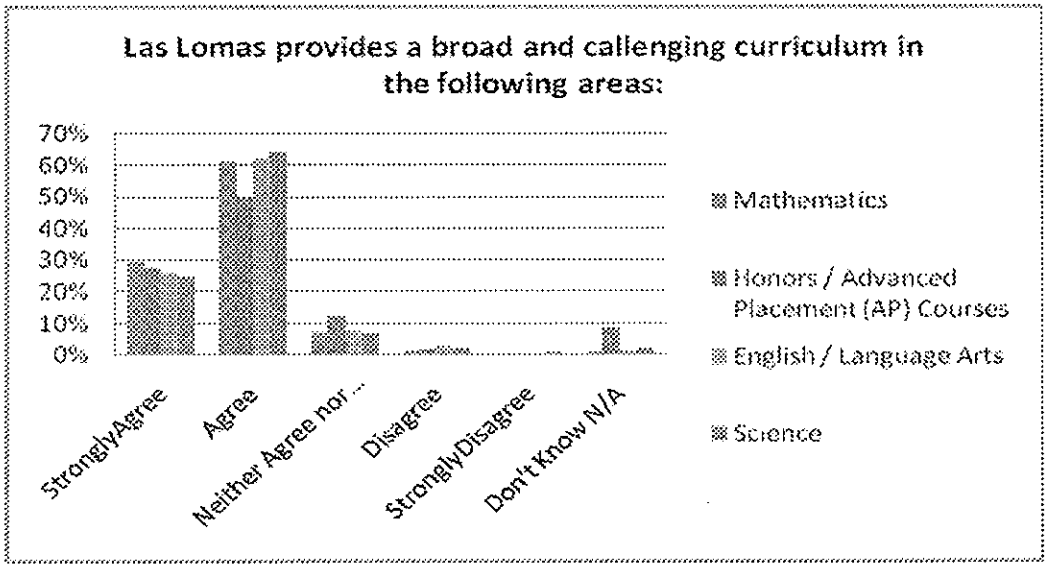

As a Parent, I believe my opinions are valued
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

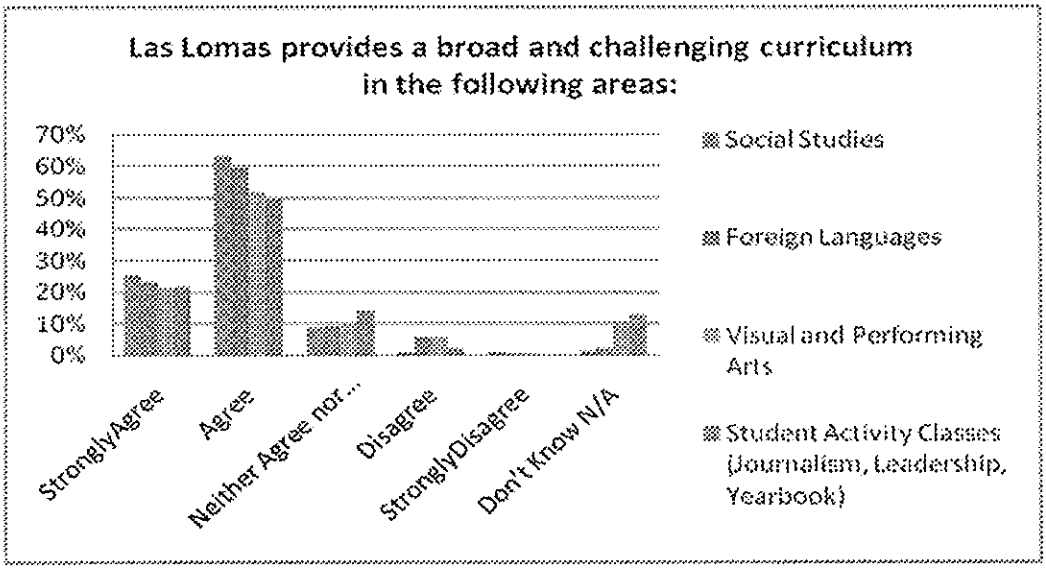

Las Lomas offers parents a variety of opportunities to be involved.
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

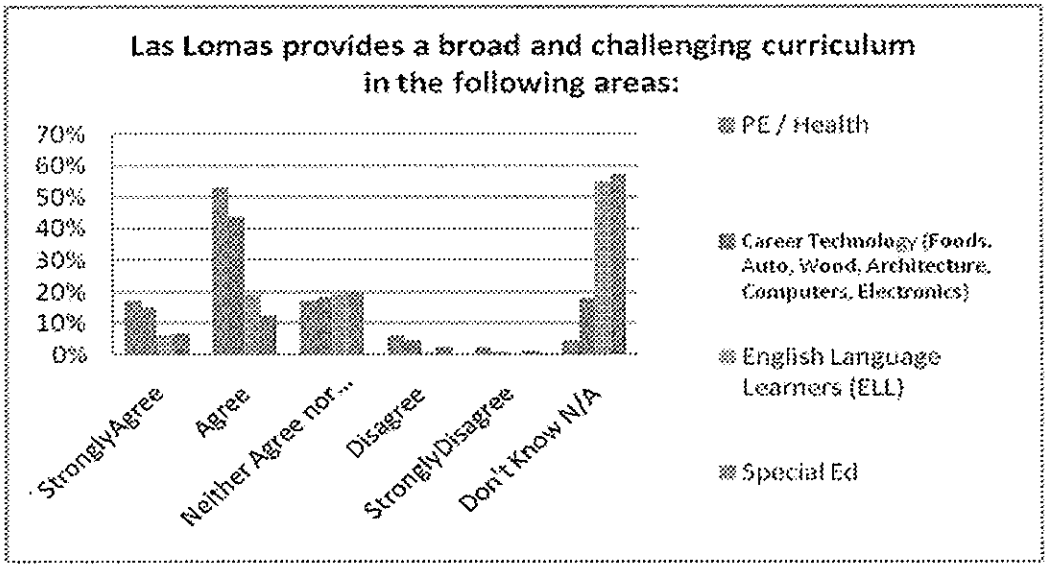

Las Lomas provides opportunities for parents and community members to understand pressures facing students (drugs, alcohol, depression, bullying)
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

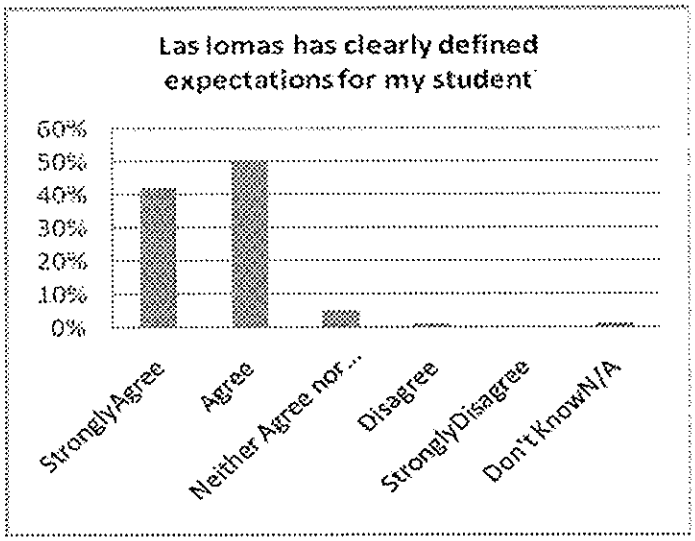

The school campus is clean and well maintained.
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't KnowN/A

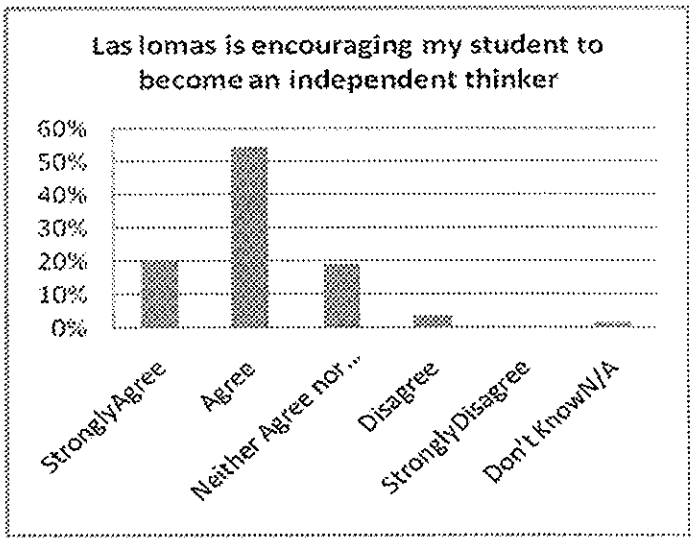

Grading & Homework
70%
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnowN/A
The grading expectations are consistently applied.
The grading expectations are reasonable.
The amount of my student's homework is appropriate.
My student's homework enhances learning.

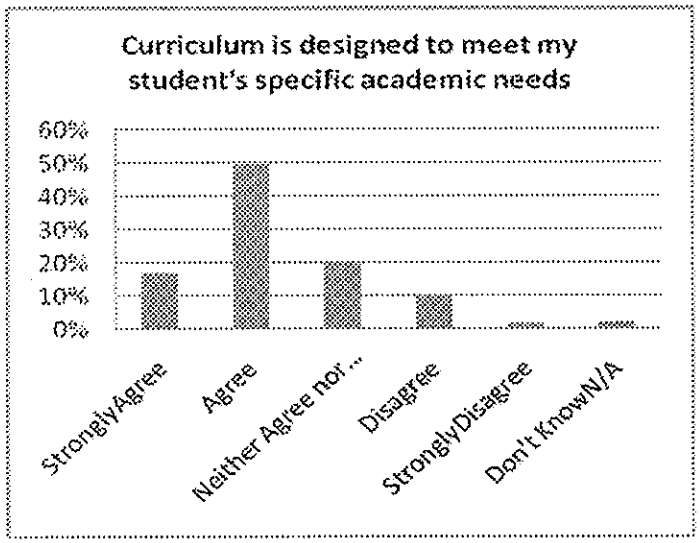

Las Lomas provides a broad and callenging curriculum in the following areas:
70%
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
Mathematics
Honors / Advanced Placement (AP) Courses
English / Language Arts
Science

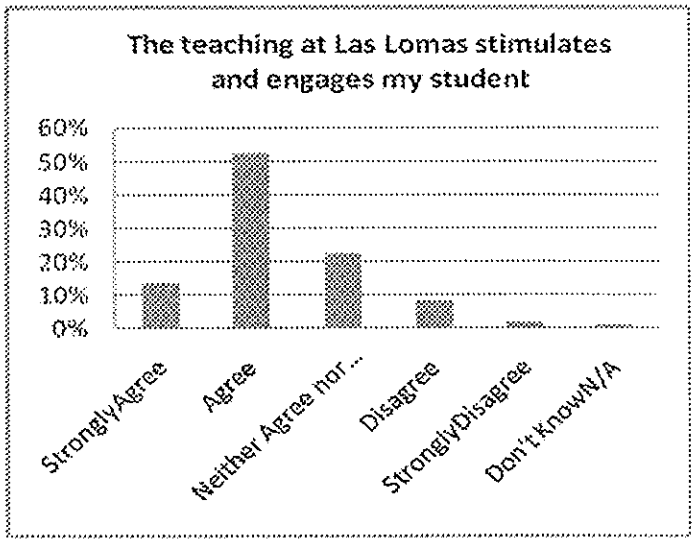

Las Lomas provides a broad and challenging curriculum in the following areas:
70%
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
Social Studies
Foreign Languages
Visual and Performing Arts
Student Activity Classes (Journalism, Leadership, Yearbook)

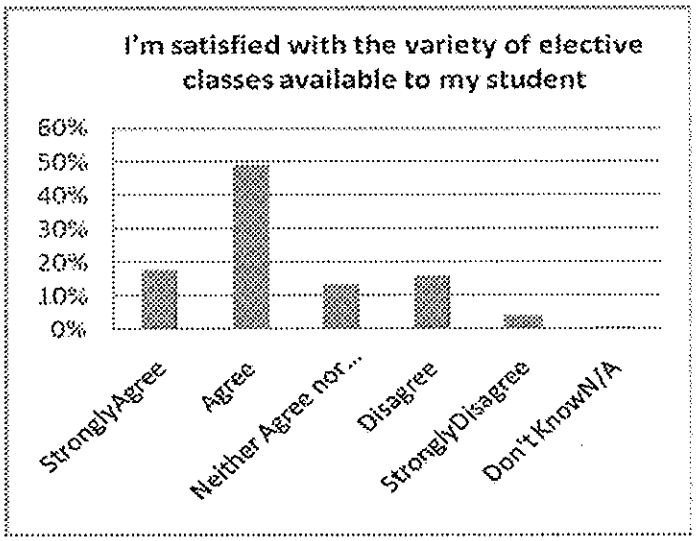

Las Lomas provides a broad and challenging curriculum in the following areas:
70%
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
PE / Health
Career Technology (Foods, Auto, Wood, Architecture, Computers, Electronics)
English Language Learners (ELL)
Special Ed

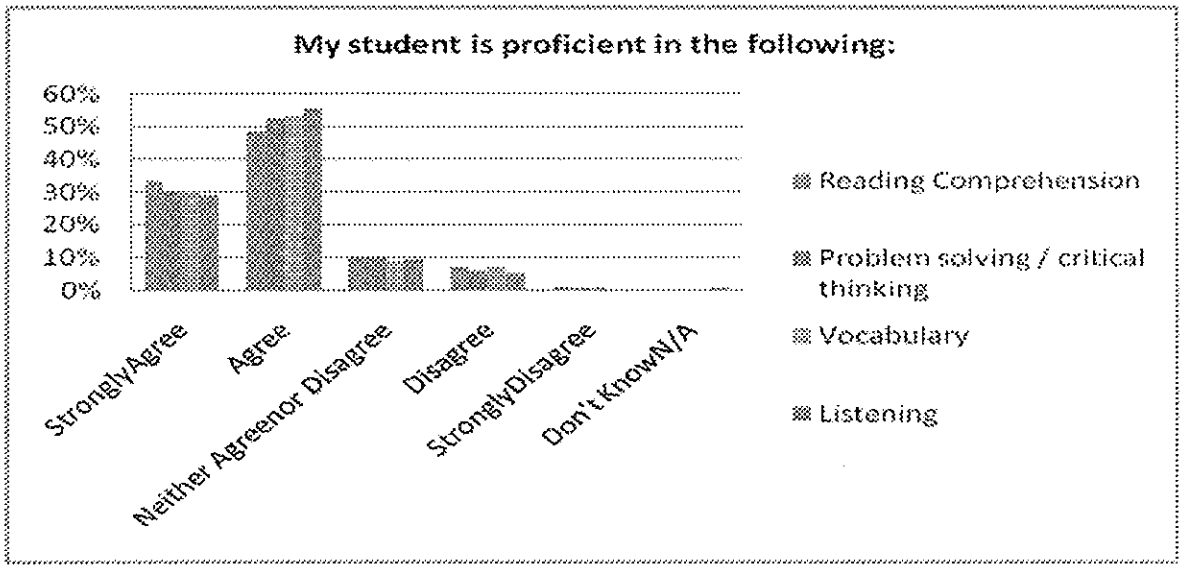

Las lomas has clearly defined expectations for my student
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnownN/A

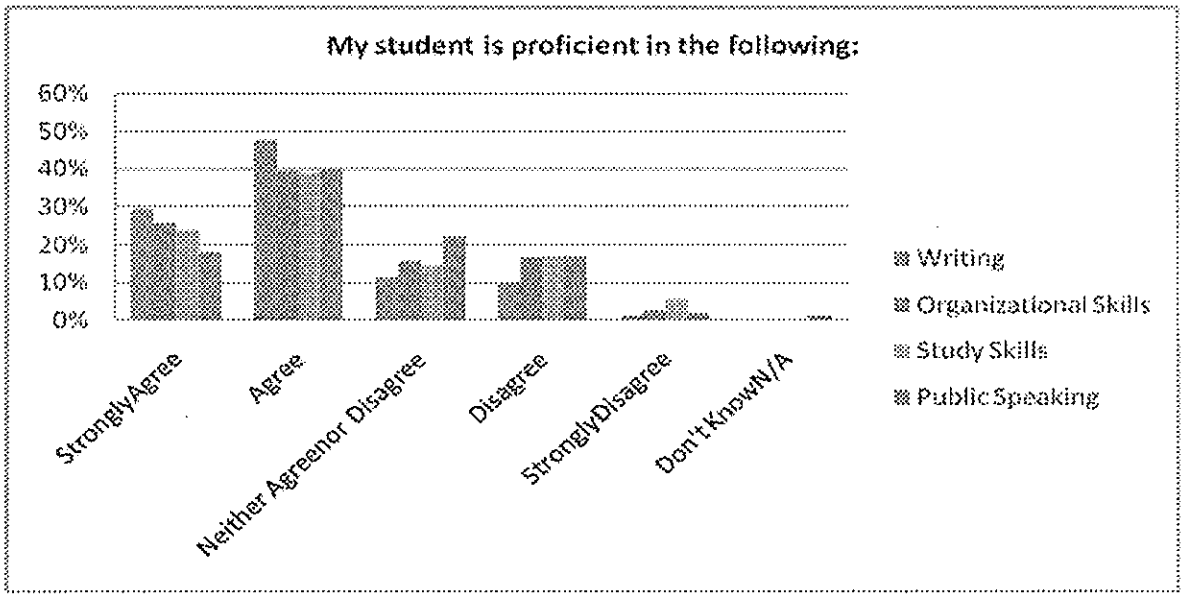

Las lomas is encouraging my student to become an independent thinker
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnownN/A

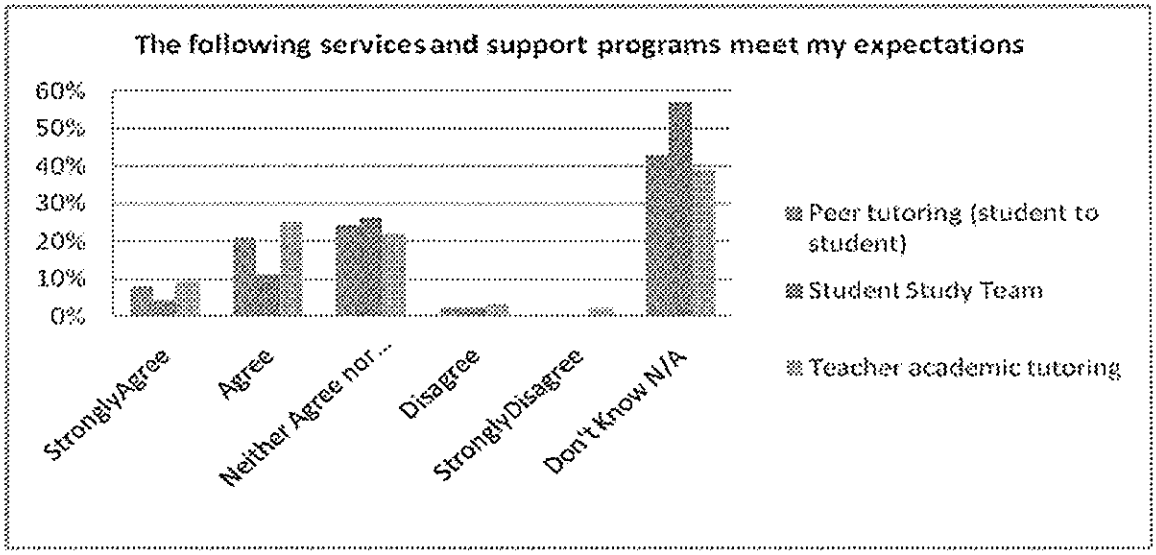

Curriculum is designed to meet my student's specific academic needs
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnownN/A

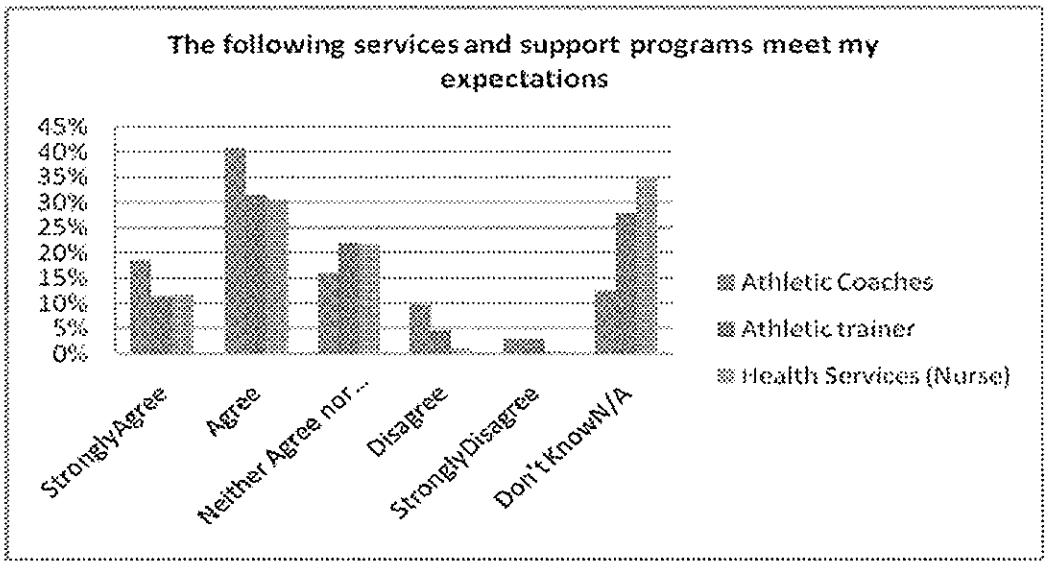

The teaching at Las Lomas stimulates and engages my student
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnownN/A

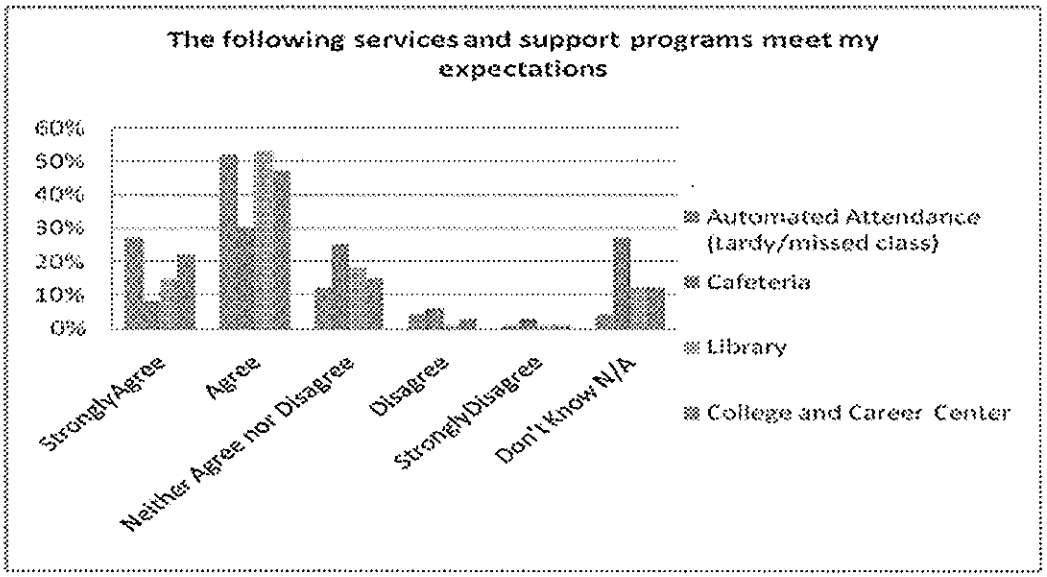

I'm satisfied with the variety of elective classes available to my student
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnownN/A

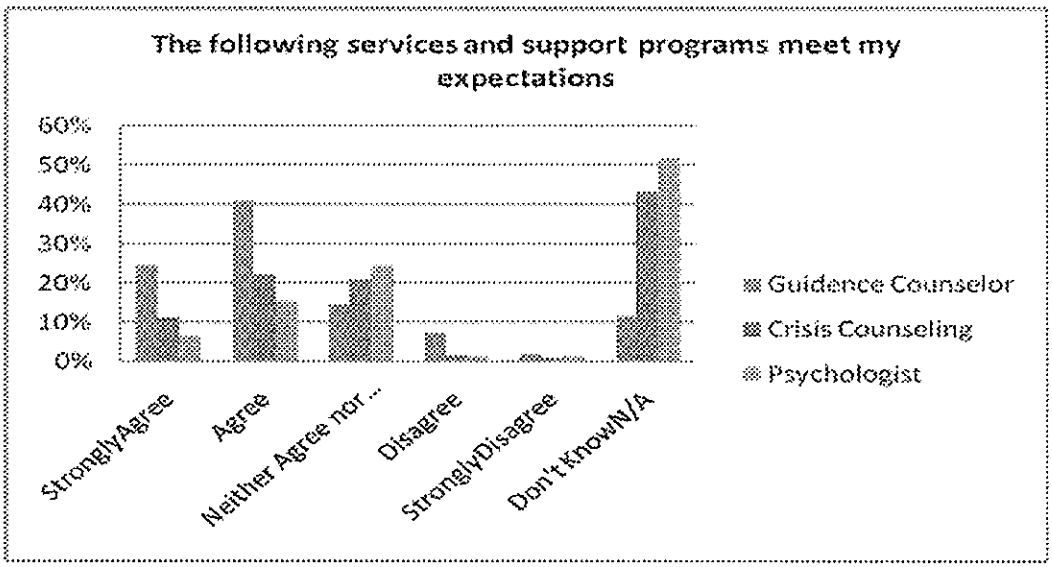

My student is proficient in the following:
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor Disagree
Disagree
StronglyDisagree
Don't KnowN/A
Reading Comprehension
Problem solving / critical thinking
Vocabulary
Listening

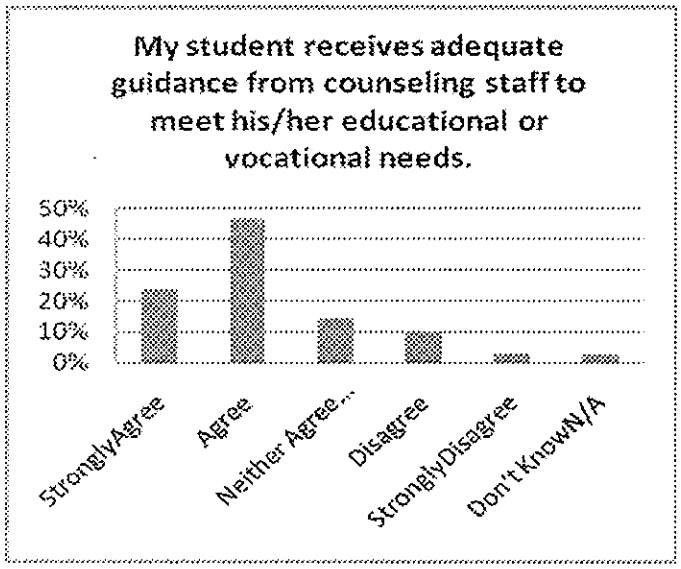

My student is proficient in the following:
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor Disagree
Disagree
StronglyDisagree
Don't KnowN/A
Writing
Organizational Skills
Study Skills
Public Speaking

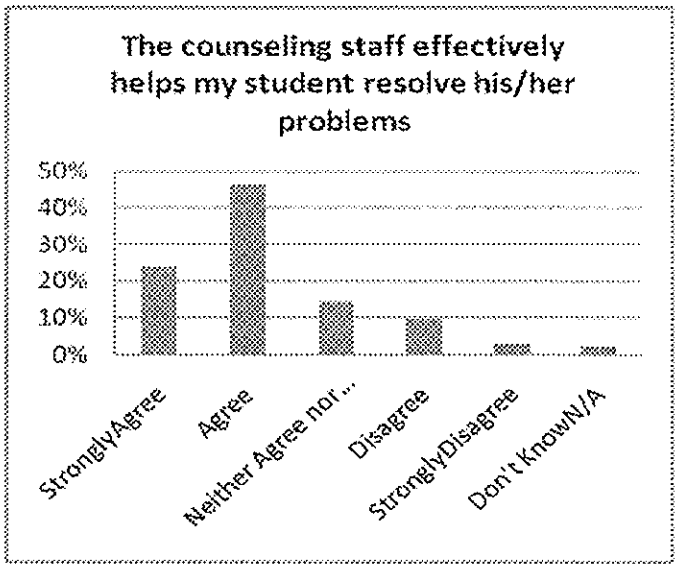

The following services and support programs meet my expectations
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
Peer tutoring (student to student)
Student Study Team
Teacher academic tutoring

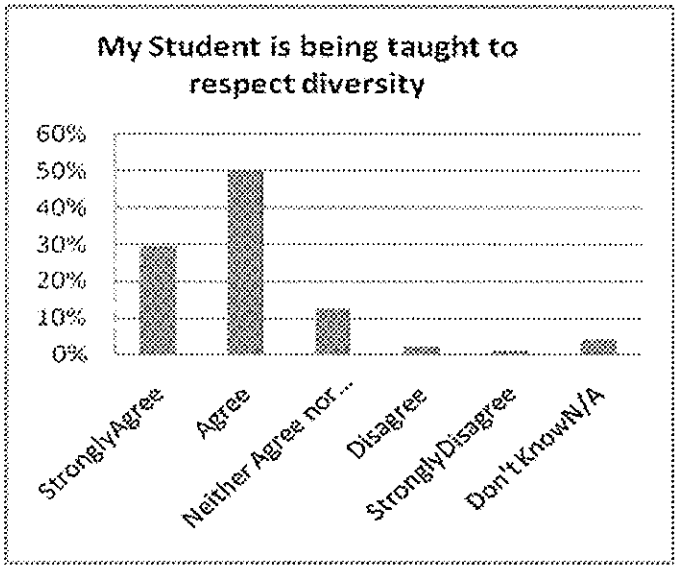

The following services and support programs meet my expectations
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnowN/A
Athletic Coaches
Athletic trainer
Health Services (Nurse)

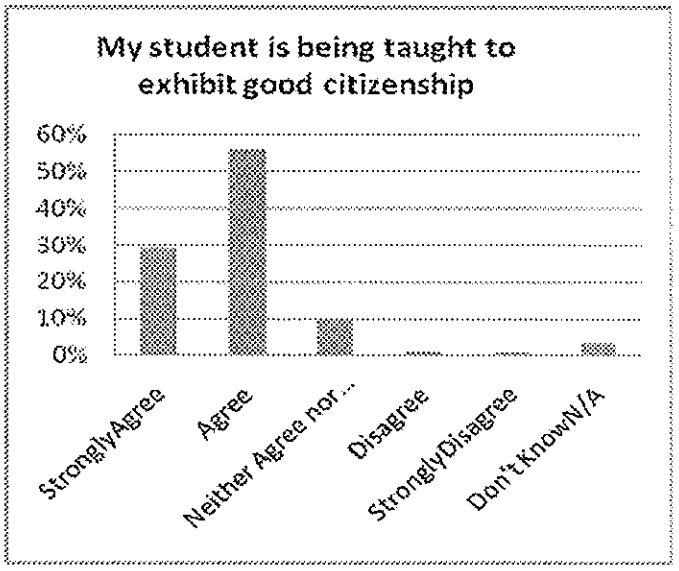

The following services and support programs meet my expectations
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor Disagree
Disagree
StronglyDisagree
Don't Know N/A
Automated Attendance (Tardy/missed class)
Cafeteria
Library
College and Career Center

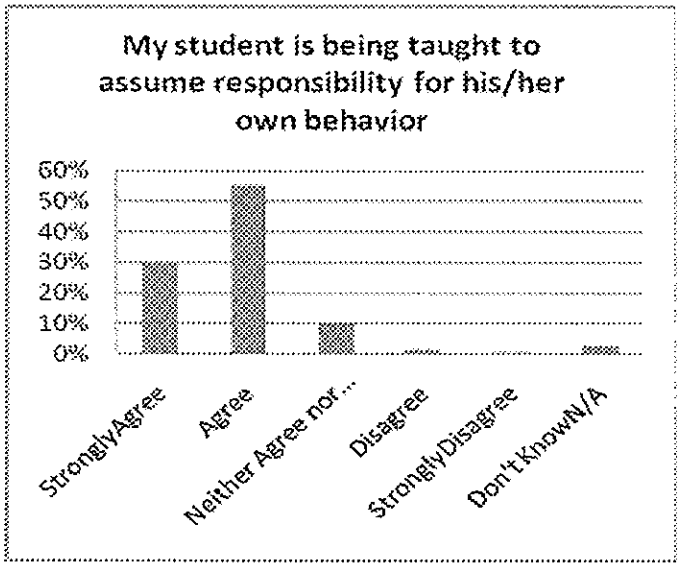

The following services and support programs meet my expectations
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't KnowN/A
Guidence Counselor
Crisis Counseling
Psychologist

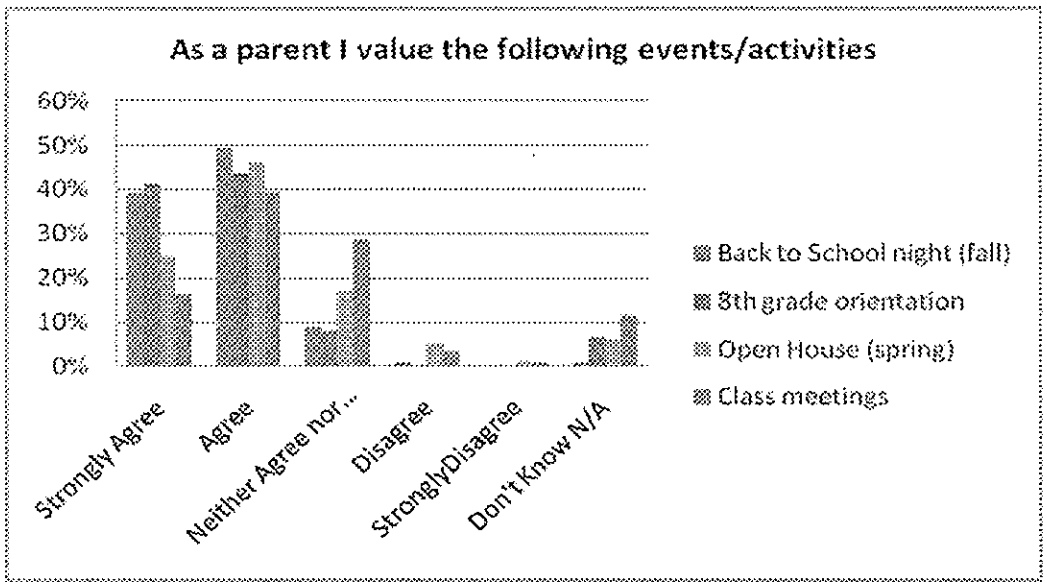

My student receives adequate guidance from counseling staff to meet his/her educational or vocational needs.
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree...
Disagree
StronglyDisagree
Don't KnowN/A

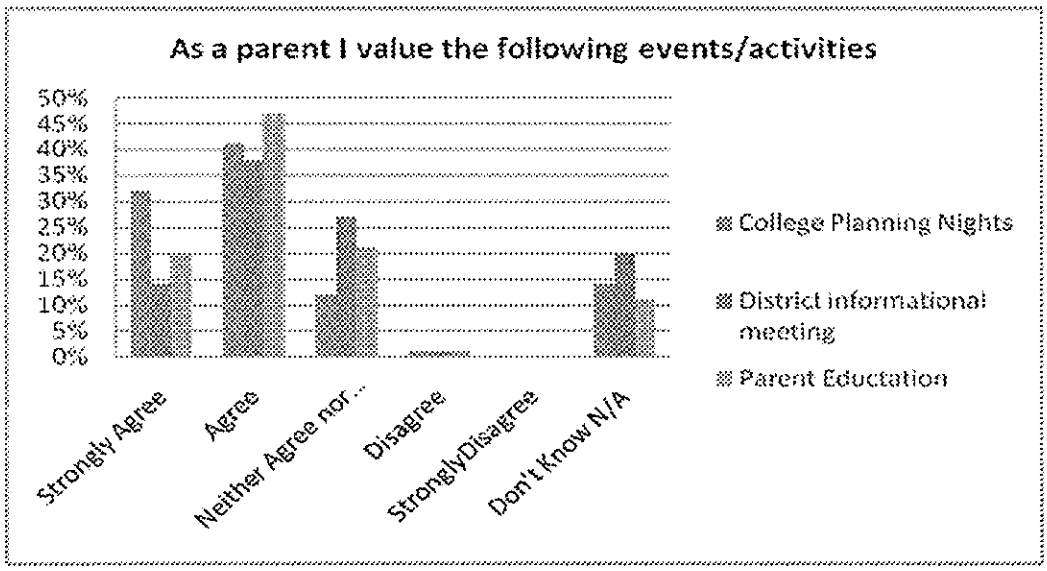

The counseling staff effectively helps my student resolve his/her problems
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor...
Disagree
StronglyDisagree
Don't KnowN/A

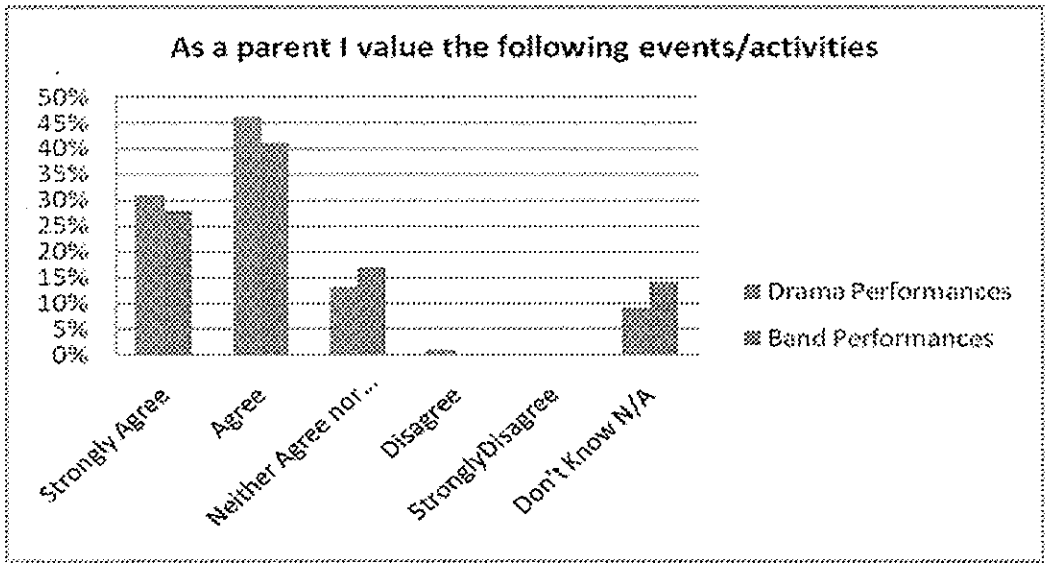

My Student is being taught to respect diversity
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor...
Disagree
StronglyDisagree
Don't KnowN/A

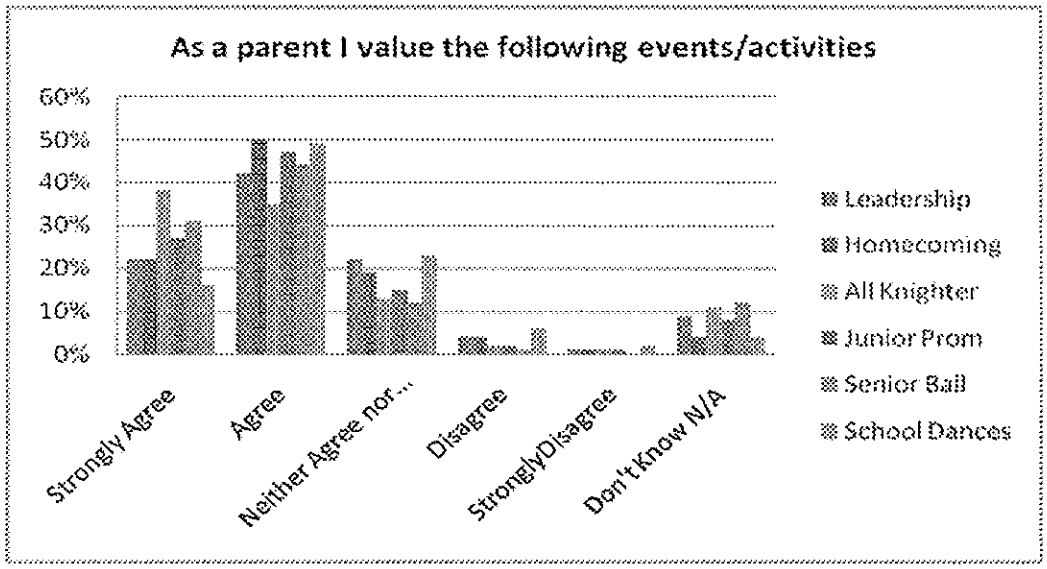

My student is being taught to exhibit good citizenship
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor...
Disagree
StronglyDisagree
Don't KnowN/A

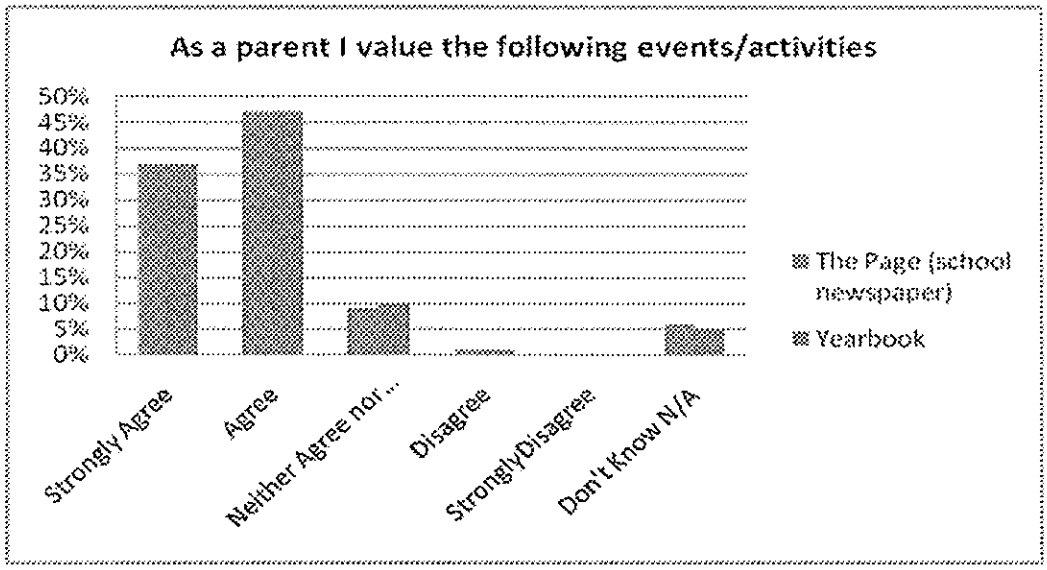

My student is being taught to assume responsibility for his/her own behavior
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor...
Disagree
StronglyDisagree
Don't KnowN/A

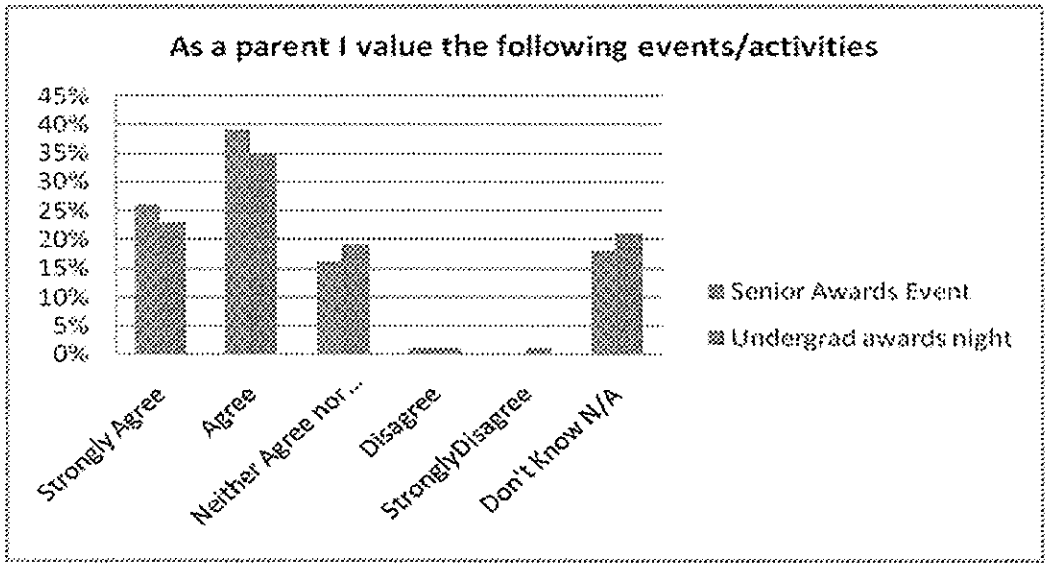

As a parent I value the following events/activities
60%
50%
40%
30%
20%
10%
0%
Strongly Agree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
Back to School night (fall)
8th grade orientation
Open House (spring)
Class meetings

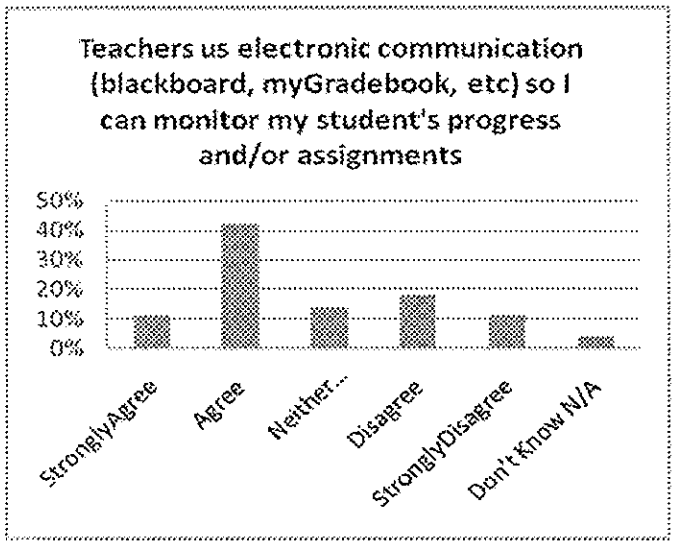

As a parent I value the following events/activities
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
Strongly Agree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
College Planning Nights
District informational meeting
Parent Eductation

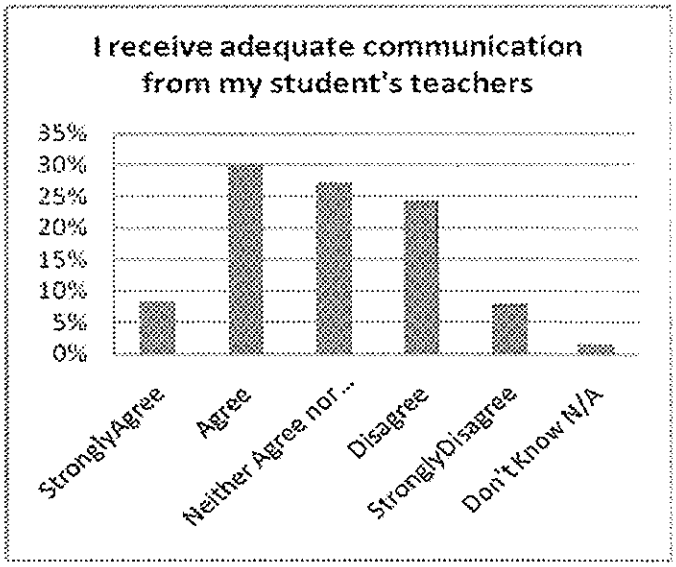

As a parent I value the following events/activities
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
Strongly Agree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
Drama Performances
Band Performances

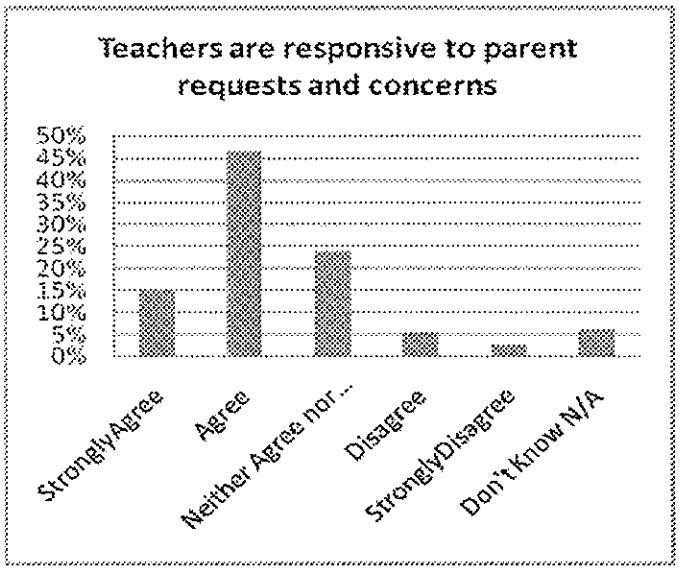

As a parent I value the following events/activities
60%
50%
40%
30%
20%
10%
0%
Strongly Agree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
Leadership
Homecoming
All Knighter
Junior Prom
Senior Ball
School Dances

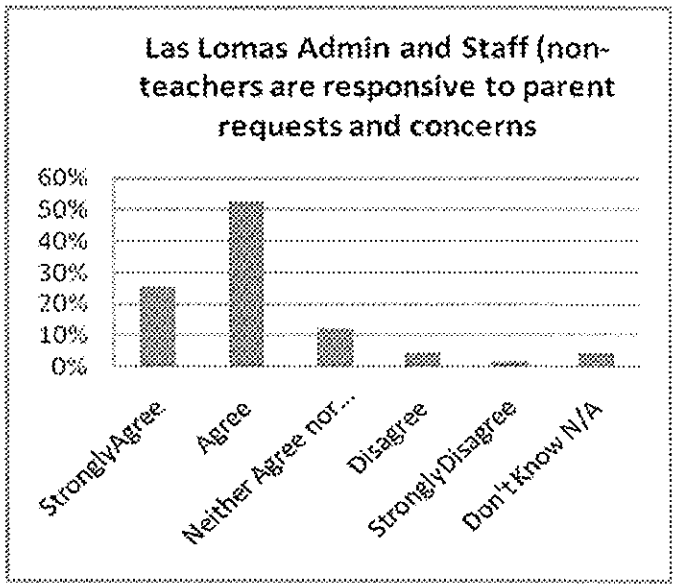

As a parent I value the following events/activities
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
Strongly Agree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
The Page (school newspaper)
Yearbook

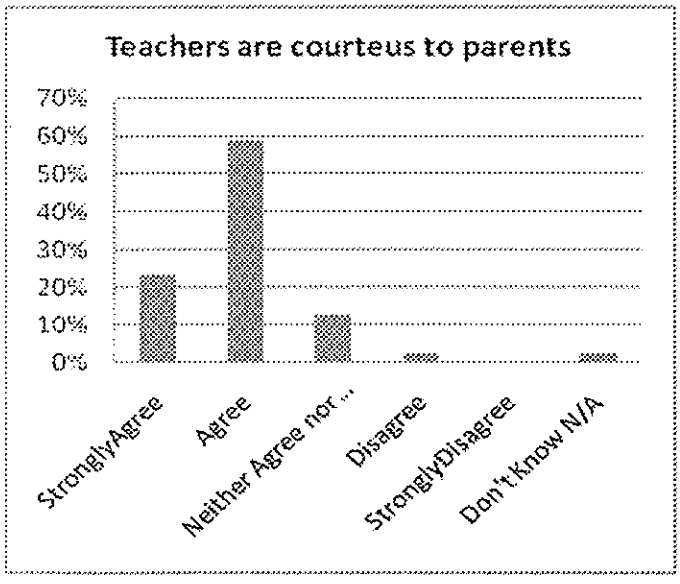

As a parent I value the following events/activities
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
Strongly Agree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A
Senior Awards Event
Undergrad awards night

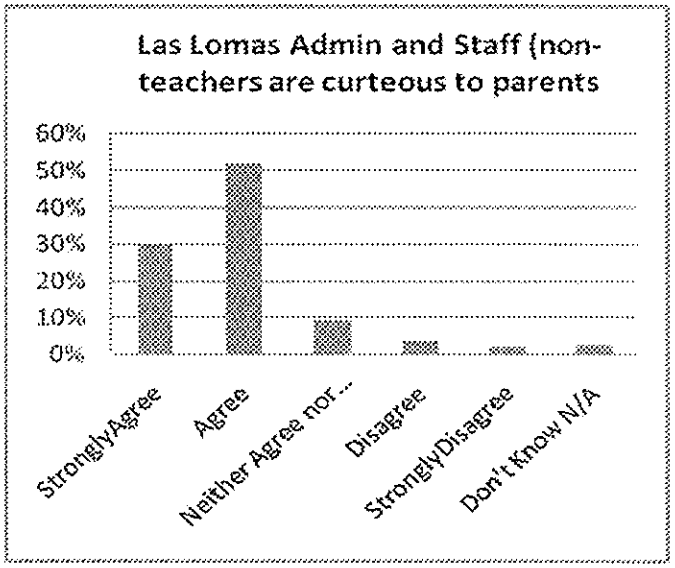

Teachers us electronic communication (blackboard, myGradebook, etc) so I can monitor my student's progress and/or assignments
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither...
Disagree
StronglyDisagree
Don't Know N/A

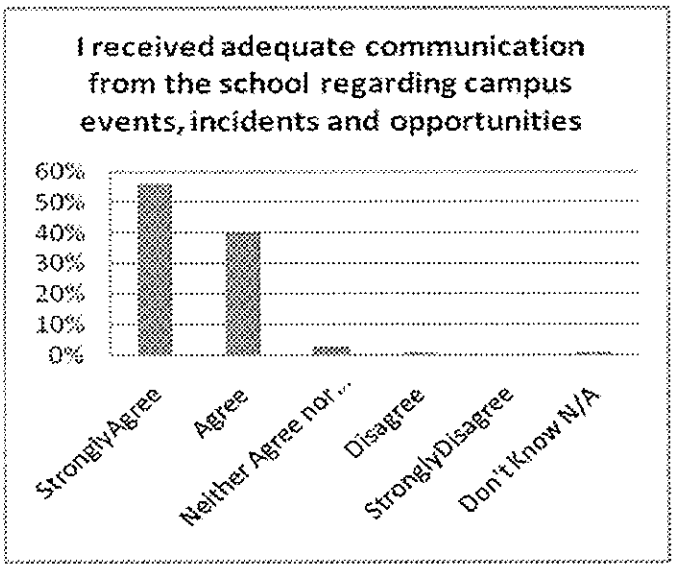

I receive adequate communication from my student's teachers
35%
30%
25%
20%
15%
10%
5%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

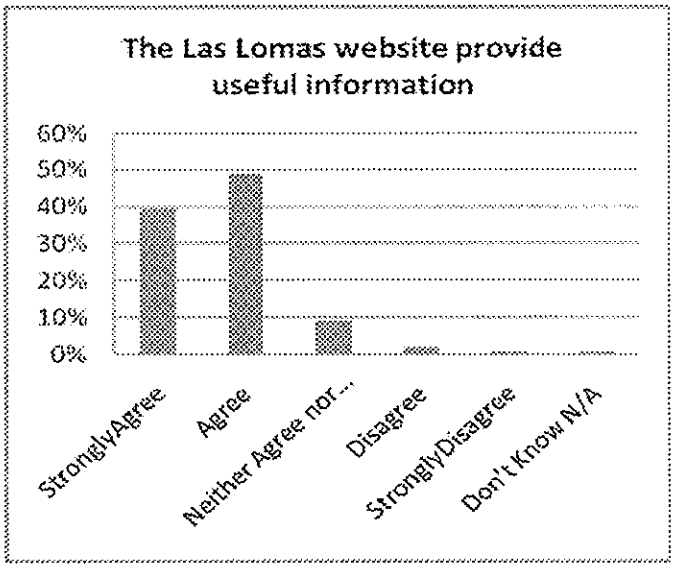

Teachers are responsive to parent requests and concerns
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

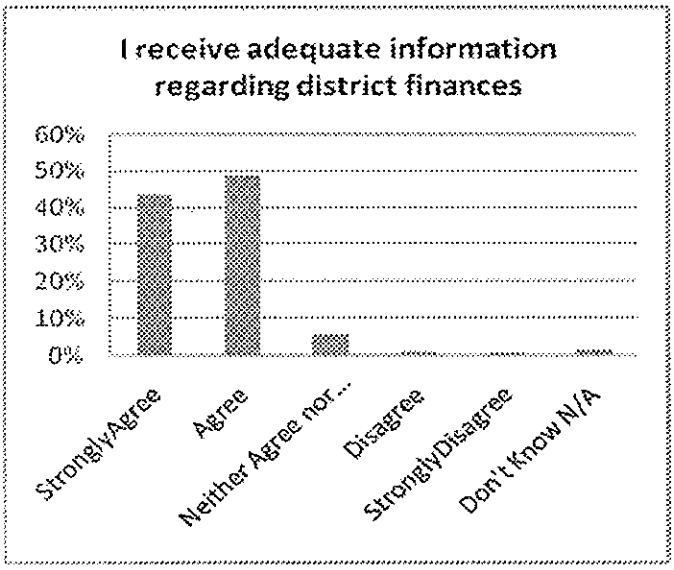

Las Lomas Admin and Staff (non-teachers are responsive to parent requests and concerns
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

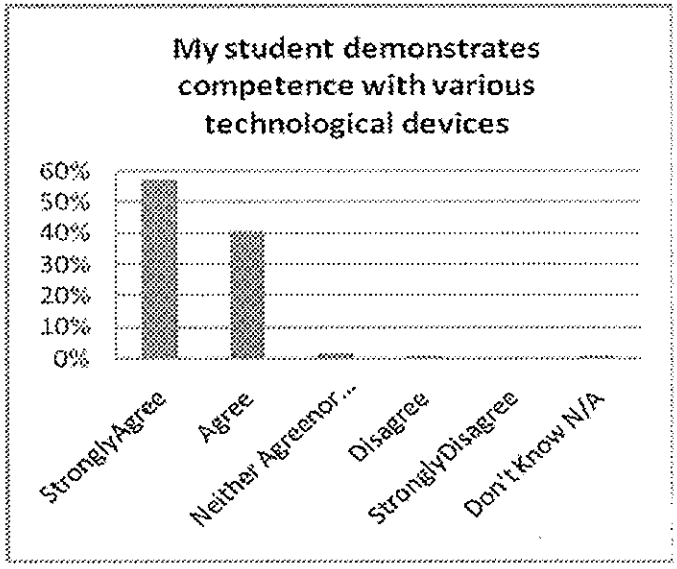

Teachers are courteus to parents
70%
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

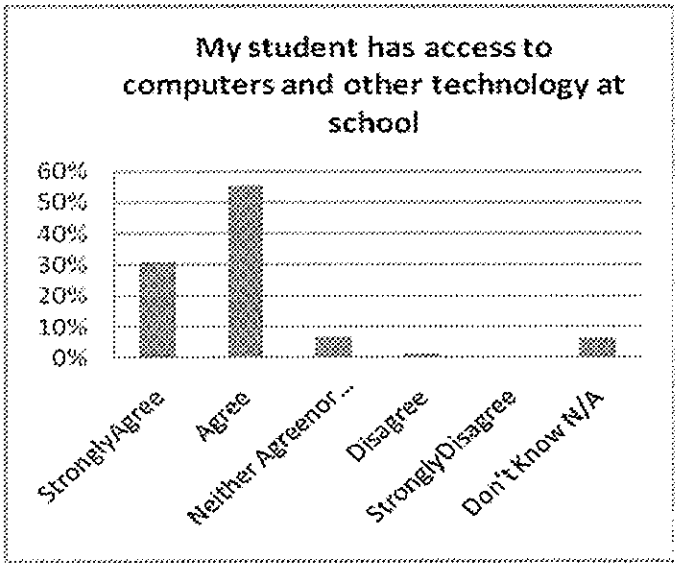

Las Lomas Admin and Staff (non-teachers are curteous to parents
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

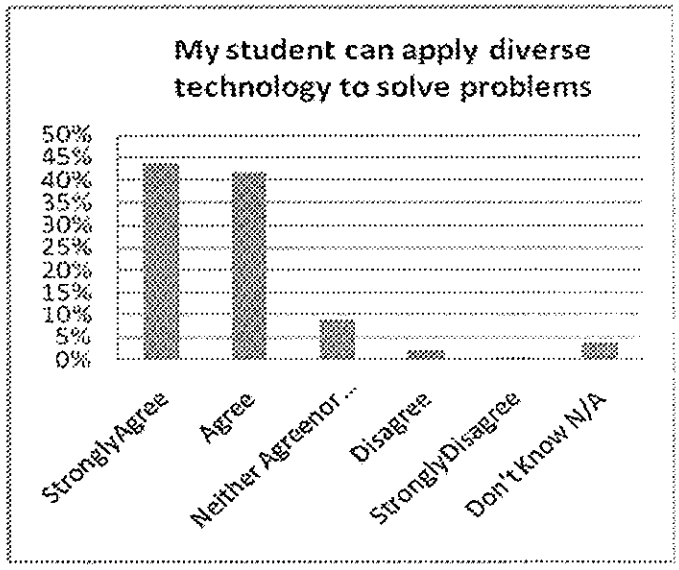

I received adequate communication from the school regarding campus events, incidents and opportunities
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

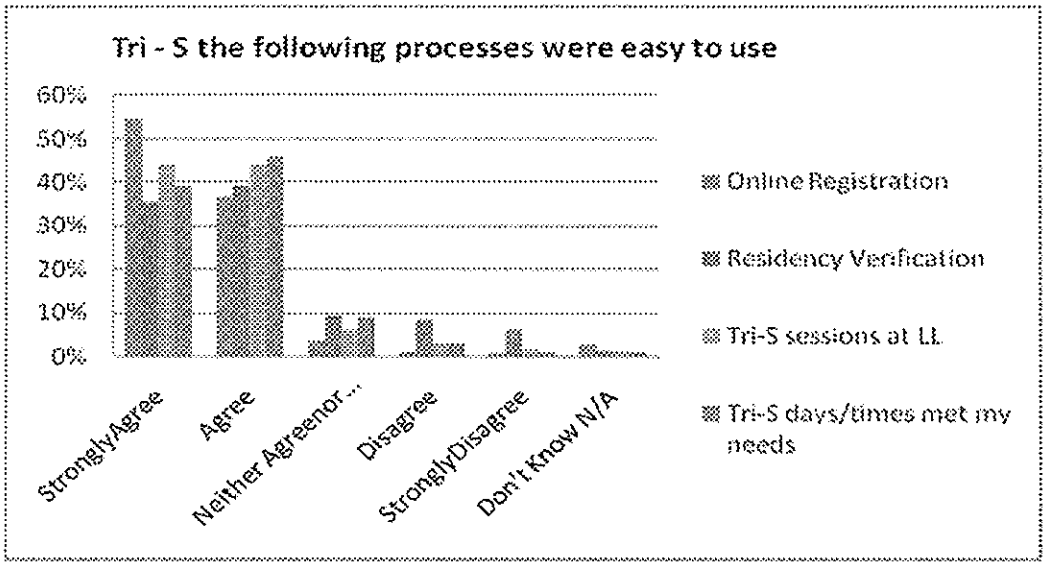

The Las Lomas website provide useful information
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

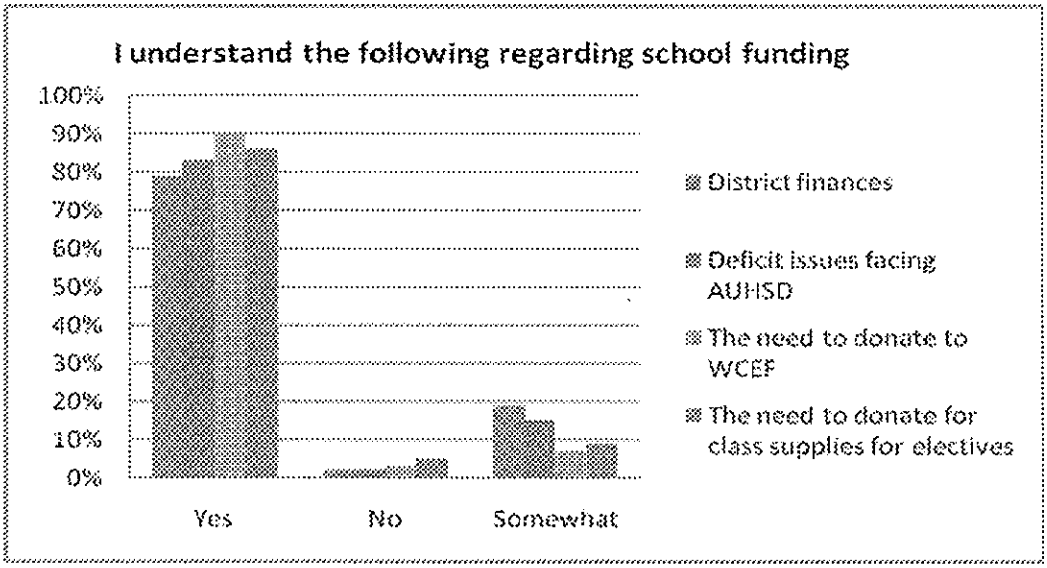

I receive adequate information regarding district finances
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agree nor ...
Disagree
StronglyDisagree
Don't Know N/A

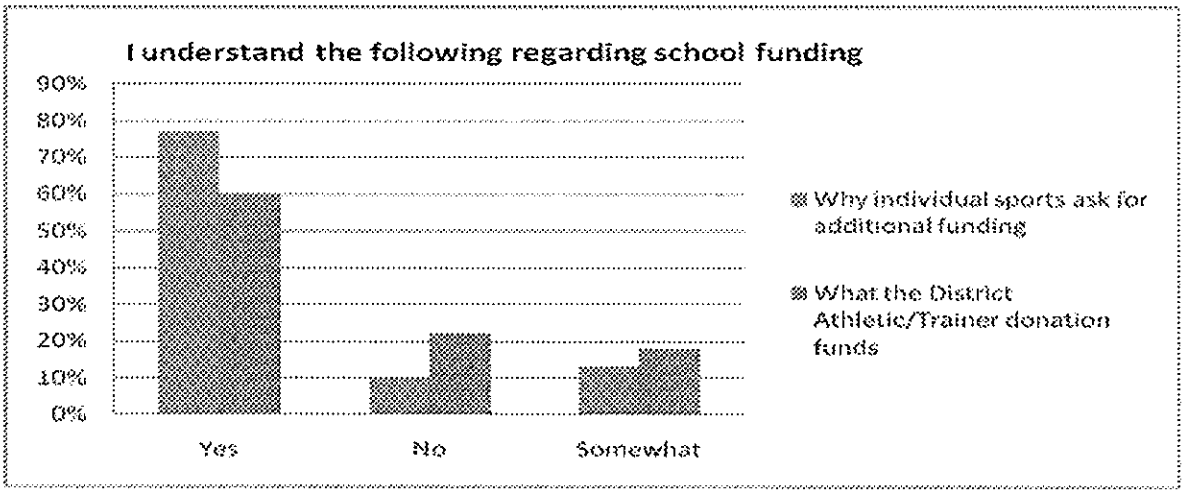

My student demonstrates competence with various technological devices
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't Know N/A

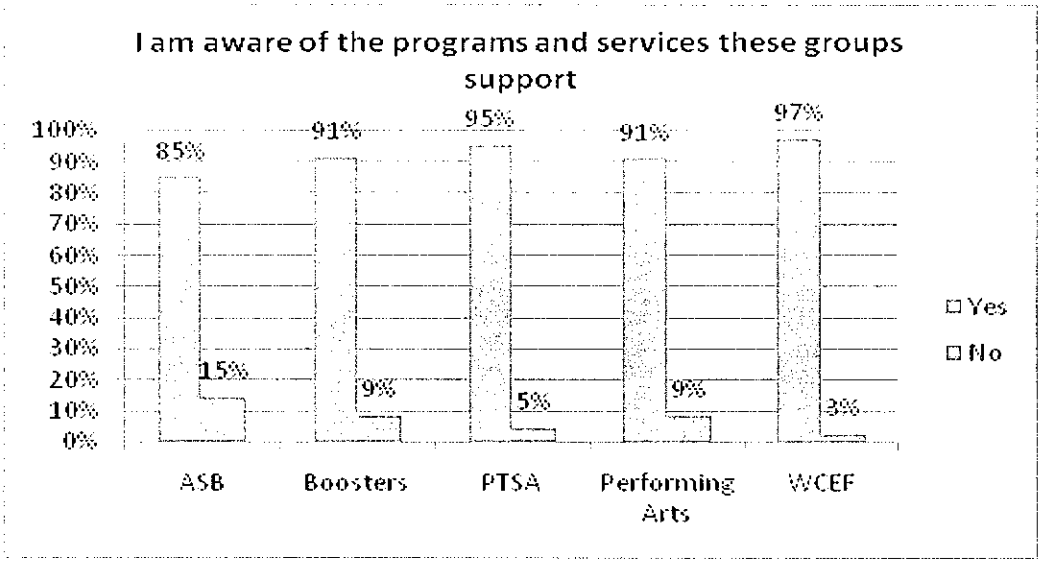

My student has access to computers and other technology at school
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't Know N/A

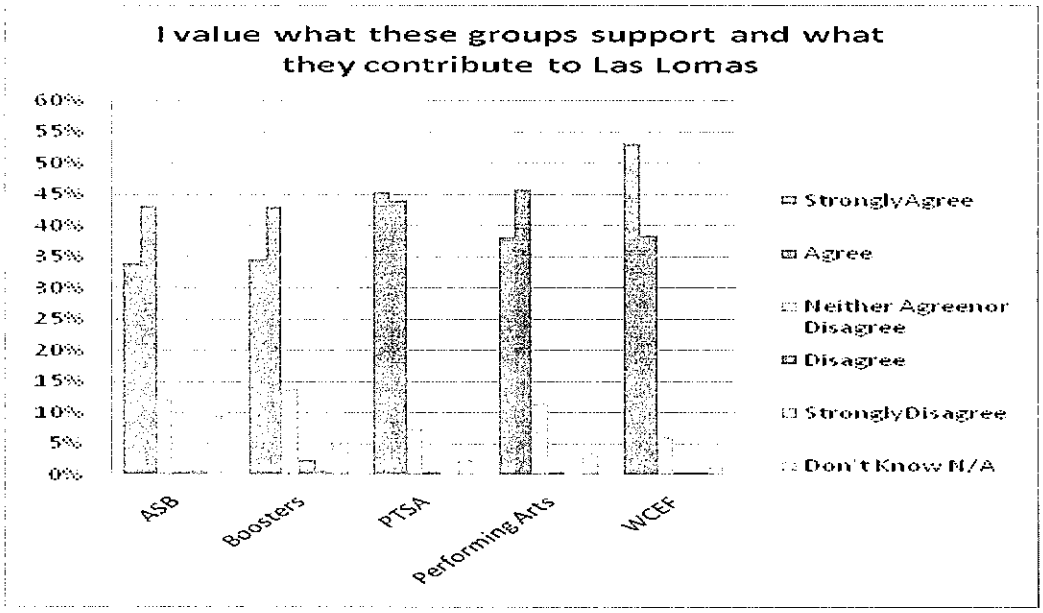

My student can apply diverse technology to solve problems
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
StronglyAgree
Agree
Neither Agreenor ...
Disagree
StronglyDisagree
Don't Know N/A


Tri - S the following processes were easy to use
60%
50%
40%
30%
20%
10%
0%
StronglyAgree
Agree
Neither Agreenor...
Disagree
StronglyDisagree
Don't Know N/A
Online Registration
Residency Verification
Tri-S sessions at LL
Tri-S days/times met my needs

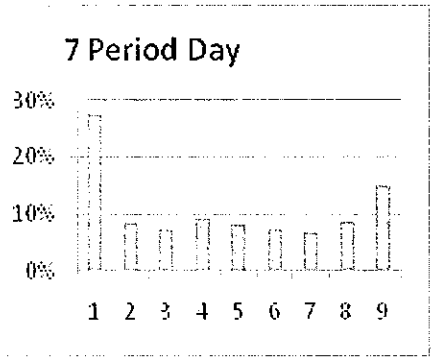

I understand the following regarding school funding
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Yes
No
Somewhat
District finances
Deficit issues facing AUHSD
The need to donate to WCEF
The need to donate for class supplies for electives

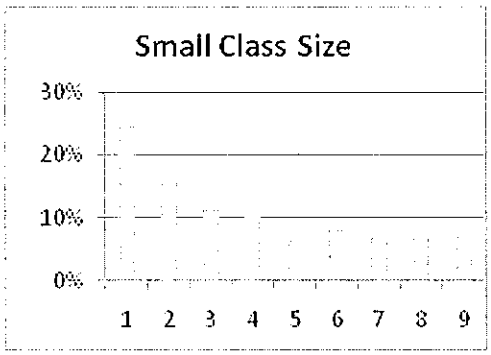

I understand the following regarding school funding
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Yes
No
Somewhat
Why individual sports ask for additional funding
What the District Athletic/Trainer donation funds

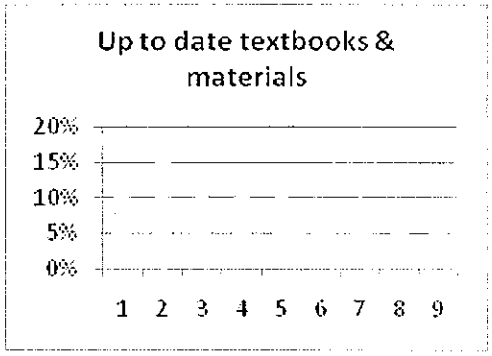

I am aware of the programs and services these groups support
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
85%
15%
91%
9%
95%
5%
91%
9%
97%
3%
ASB
Boosters
PTSA
Performing Arts
WCEF
Yes
No

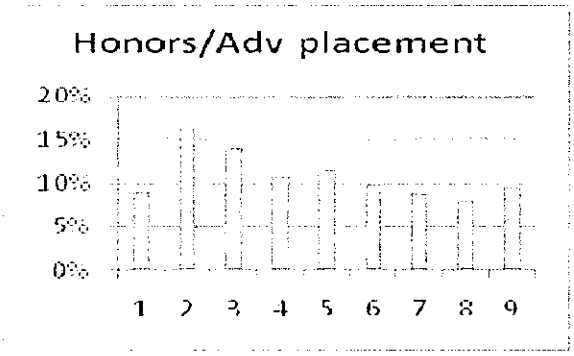

I value what these groups support and what they contribute to Las Lomas
60%
55%
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
ASB
Boosters
PTSA
Performing Arts
WCEF
StronglyAgree
Agree
Neither Agreenor Disagree
Disagree
StronglyDisagree
Don't Know N/A

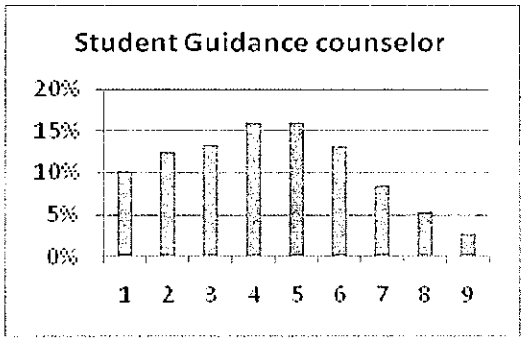
How would you prioritize spending in these areas(1= most important, 9 = least important)?

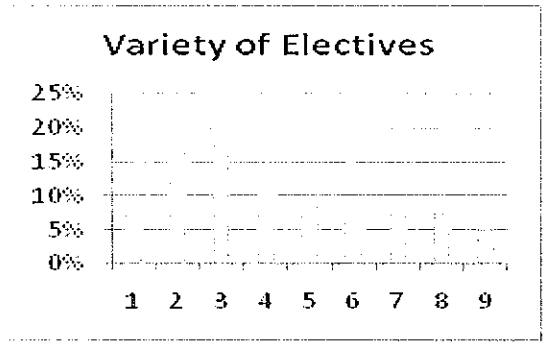


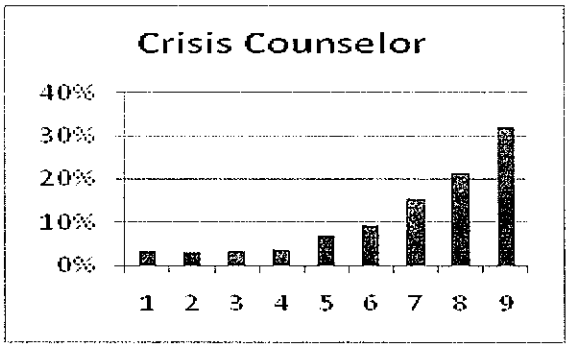


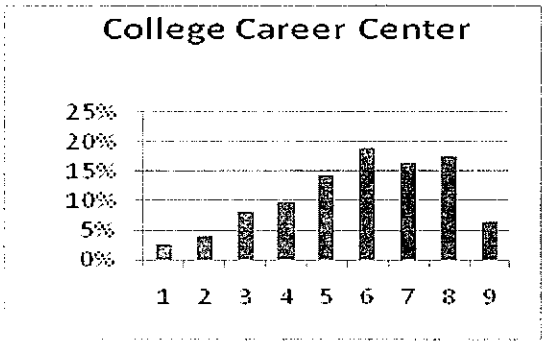


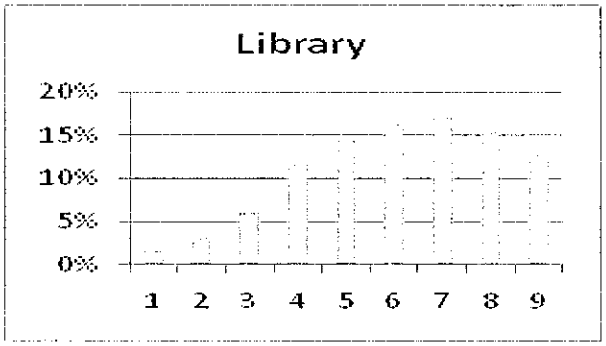












2010-2011 Las Lomas High School

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
English	Office - 510 ex 2510		Dept Chair - Wendy Reeves-Hampton				
CAUTERO W	English 4 AP (518)	PREP PERIOD	English 4 AP (518)	Pub Spk 1/2 (518)	English 3 (518)	English 3 (518)	PREP PERIOD
COLEBOURN K	PREP PERIOD	English 4 (304)	English 4 (404)	English 4 (404)			
DEWES J	English 1 (513)	PREP PERIOD	ELD 1 (513)	ELD 1 (513)	English 1 (513)	ELD 1 (513)	PREP PERIOD
FURSTENTHAL B	English 2 (511)	English 3 H (511)	PREP PERIOD	English 2 (516)	English 2 (511)	PREP PERIOD	English 2 (511)
GIELEGHEM L	PREP PERIOD	English 4 (516)	English 1 (516)	PREP PERIOD	English 4 (516)	English 1 (516)	English 1 (516)
GRUTZMACHER J	PREP PERIOD	English 2 (518)	English 2 (511)	English 2C (511)			
GUNNISON E	Journalism (502)	Literacy 2 (502)	English 1 (508)	PREP PERIOD	PREP PERIOD	Journalism2-4(502)	Journalism (502)
HARRISON MAST	PREP PERIOD	English 1 (517)	English 1C (517)	English 4 (517)	English 4 (517)	English 1 (517)	PREP PERIOD
MUNROE J	PREP PERIOD	English 2 (512)	PREP PERIOD	English 1 (403)	English 1 (403)	English 2 (403)	English 1 (403)
REEVES HAMPTON	English 2 (514)	PREP PERIOD	English 3 (514)	PREP PERIOD	English 2 (514)	Pub Spk 1/2 (514)	English 3 (514)
RIDENOUR M	English 1 (519)	English 3 (519)	English 3 (519)	English 3 (519)	PREP PERIOD	English 3 (519)	PREP PERIOD
SPENCER A	PREP PERIOD	English 2 (515)	ELD 3 (515)	ELD 3 (515)	PREP PERIOD	ELD 2 (515)	English 2 (515)
TATE M	English 3 (512)	PREP PERIOD	English 1 (512)	English 1 (512)	English 3 (512)	English 4 (512)	PREP PERIOD
WISE C	English 4 (403)	English 1 (403)	English 4 (403)	PREP PERIOD			
ZENSIUS-LOVENTH/	PREP PERIOD	Media/CrtWr (513)	Media/CrtWr (602)	Media/CrtWr (602)			
Social Studies	Office 509B ex 2500		Dept Chair - Andy Briggs				
BACCHUS J	PREP PERIOD	WrldHist/Geog (706)	WrldHist/Geog (706)	PREP PERIOD	Euro Hist AP (706)	Euro Hist AP (706)	WrldHist/Geog (706)
BRADSHAW D	Government (505)	(505)	(505)	PREP PERIOD	Government (505)	Govt AP (505)	PREP PERIOD
BREMER D	Econ C(503)	Econ (503)	US Hist AP (503)	US Hist AP (503)	Econ (503)	PREP PERIOD	PREP PERIOD
BRIGGS A	PREP PERIOD	Government (301)	Government (507)	Government (505)	PREP PERIOD	PrepTechCoord	PrepTechCoord
FISHER K	WrldHist/Geog (207)	(207)	(207)	PREP PERIOD	(507)	PREP PERIOD	WrldHist/Geog (207)
HECKMANN J	Psychology (506)	Psychology (506)	PREP PERIOD	Psychology (506)	Psychology (506)	Psychology (506)	PREP PERIOD
NICKL J	WrldHist/Geog (702)	WrldHist/Geog (702)	Econ (504)	Econ (504)	PrepAEA	PREP PERIOD	PREP PERIOD
NOLTE J	PREP PERIOD	PREP PERIOD	WrldHist/Geog (506)	Foods2:IntlCuis (210)	Foods 1 (210)	Foods 1 (210)	Foods 1 (210)
ROSENBERG B	US History (507)	US History (507)	PREP PERIOD	US History (507)	PREP PERIOD	WldHist/Geog (507)	US History (507)
WENTNER L	WrldHist/Geog (504)	HumanGeog AP(504)	PREP PERIOD	WrldHist/Geog (706)	(504)	HumanGeogAP(504)	PREP PERIOD
WONDOLOWSKI S	PREP PERIOD	US History AP (514)	PrepLeadership	(305/201)	US Hist AP (207)	US Hist AP (207)	PREP PERIOD
YFANTIS D	PREP PERIOD	US History (105)	PREP PERIOD	WrldHist/Geog (702)	US HistoryC (702)	US History (702)	WrldHist/Geog (702)
Special Education	Office ex 2401		Dept Chair - Steve Mann				
HOOK D	PREP PERIOD	Learning Skills (401)	Learning Skills (401)	Learning Skills (501)	Learning Skills (401)	Learning Skills (401)	PREP PERIOD
MANN S	Learning Skills (501)	Learning Skills (501)	Learning Skills (501)	PREP PERIOD	Learning Skills (501)	Learning Skills (501)	PREP PERIOD
RAMSAY-LEAVITT M	Learning Skills (401)	PREP PERIOD	Learning Skills (402)	Learning Skills (402)	PREP PERIOD	Learning Skills (402)	Learning Skills (402)
ZAMARIA D	Learning Skills (402)	Learning Skills (402)	Collaboration	Learning Skills (401)	Literacy 1 (402)	PREP PERIOD	PREP PERIOD
World Language	Office ex 2130		Dept Chair - Mona Mulhair / Andrew Schreiber				
AMARO L	PREP PERIOD	Spanish 2 (605)	Spanish 2 (605)	Spanish 3 (605)	PREP PERIOD	Spanish 2 (605)	Spanish 3 (605)
DARE M	Spanish 3 (104)	Spanish 3 (104)	Spanish 1 (104)	Spanish 3 (104)	PREP PERIOD	Spanish 1 (104)	PREP PERIOD
MIRANDA M	Spanish 4 Hon (105)	PREP PERIOD	Spanish 4 Hon (105)	Spanish 2 (105)	Spanish 2 (104)	PREP PERIOD	Spanish 2 (105)
MULHAIR M	Fr 5/Lit AP (602)	French 3 (602)	French 4 Hon (601)	PREP PERIOD	French 1 (602)	French 3 (602)	PREP PERIOD
SCALLON A	Art 2 (703)	Art 2 (703)	PREP PERIOD	Art 1 (703)	French 2 (105)	French 2 (105)	PREP PERIOD
SCHREIBER A	Japanese 3 (604)	Japanese 5 AP (604)	Japanese 1 (604)	Japanese 1 (604)	Japanese 2 (604)	Japanese 2 (604)	PREP PERIOD
TOGNOLINI R	Spanish 2 (107)	Spanish 2 (107)	Spanish 2 (107)	PREP PERIOD	Spanish 3 (107)	Spanish 3 (107)	PREP PERIOD
WILKERSON M	Span 5/Lit AP (601)	Spanish 1 (601)	PREP PERIOD	Spanish 1 (601)	Spanish 1 (601)	Spanish 4 Hon (601)	PREP PERIOD
Other							
BLENDOW D	Foods 2: Adv (210)	Foods 2: Adv (210)	Foods 1 (210)	PREP PERIOD	Yrbook (502)	PREP 3/5	
Harris D		Study Hall (café)	Study Hall (café)	Study Hall (café)	Study Hall (café)	Study Hall (café)	
WONDOLOWSKI S	PREP PERIOD	US History AP (514)	PrepLeadership	(305/201)	US Hist AP (207)	US Hist AP (207)	PREP PERIOD

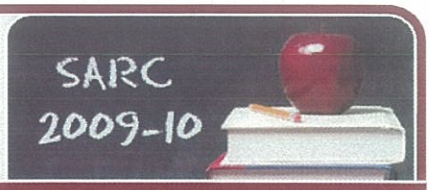
Revised2/2/2011

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Mathematics	Office 509A ex 2509		Dept Chair - Eric Greenwood				
BALL C	Geometry (408)	Algebra 2/Trig (408)	PREP PERIOD	Geometry (408)	PREP PERIOD	Geometry (408)	Geometry (408)
GREENWOOD E	Alg2/TrigH (208)	Algebra A (208)	PREP PERIOD	Geometry (208)	Geometry (208)	Algebra A (208)	PREP PERIOD
JORGENSEN K	Pre Algebra (404)	Algebra 1 (404)	Algebra A (409)	PREP PERIOD	Pre Algebra (404)	PREP PERIOD	Algebra 1 (404)
KARAS J	Algebra 2 (409)	Algebra B (409)	PREP PERIOD	Algebra 2 (409)	Geometry H (409)	PREP PERIOD	Algebra B (409)
KAUZER M	Algebra 2/Trig (508)	Math Analysis (508)	PREP PERIOD	Math Analysis (508)	Intervention (508)	PREP PERIOD	Algebra 2/Trig (508)
LEWIS M	Geometry (410)	Geometry (410)	PREP PERIOD	Alg2/TrigHonors (410)	Math Analysis (410)	Geometry (410)	PREP PERIOD
LOPILATO K	Calculus AB AP (407)	Algebra 1 (407)	PREP PERIOD	Calculus BC AP (407)	Calc AB AP (407)	Algebra 1 (407)	PREP PERIOD
LUND J	PREP PERIOD	Calculus AB AP (209)	Geometry (209)	Calculus AB AP (209)	Geometry (209)	Calc BC AP (209)	PREP PERIOD
MORSE S			Algebra 1 (407)	PREP PERIOD	Algebra B (408)		
SILLAVO C	Pre Calc (405)	PREP PERIOD	Algebra 2 (405)	Pre Calc (405)	PREP PERIOD	Statistics AP (405)	Algebra 2 (405)
THOMPSON M	PREP PERIOD	Statistics AP (406)	Pre Calc (406)	Algebra 2/Trig (406)	Algebra 2/Trig (405)	PREP PERIOD	Pre Calc (406)
Physical Educatio	Office ex 2219		Dept Chair - Doug Longero				
ABREW R					SptsMed ROP (406)	SptsMed ROP (406)	PREP PERIOD
HAUGEN T	PE 10 (GYM)	PREP PERIOD	PE 10 (GYM)	PE 10 (GYM)	PREP PERIOD	PE 10 (GYM)	PE 10 (GYM)
HULL K	PREP PERIOD	PREP PERIOD	ELD 2 (502)	ELD 2 (502)	PE 9 (GYM)	PE 9 (GYM)	PE 9 (GYM)
KRUGER T	PE 9 (GYM)	PE 10 (GYM)	PE 10 (GYM)	PE 9 (GYM)	PrepAthDirector	PREP PERIOD	PREP PERIOD
LONGERO D	PE Weight Trng (GYM)	PE 9 (GYM)	PE 9 (GYM)	PE 9 (GYM)	PE 10 (GYM)	PREP PERIOD	PREP PERIOD
Science	Office 303 ex 2303		Dept Chair - Jeff Merken				
CIANO M	Physics (206)	Physics (206)	Physics B AP (206)	PREP PERIOD	Physics (206)	Physics (206)	PREP PERIOD
CUNNIFFE M	PREP PERIOD	Biology (302)	Biology (302)	PREP PERIOD	Chemistry (302)	Biology (302)	Biology (302)
GEOTINA A	Biology (304)	PREP PERIOD	Biology (304)	Biology (304)	Biology (304)	PREP PERIOD	Biology (304)
VERBANSZKY	Chemistry (204)	Chemistry (204)	Chemistry (204)	Biology AP (302)	PREP PERIOD		
MERKEN J	Biology C (301)	PREP PERIOD	Physiology (301)	Biology (301)	Biology (301)	Biology (301)	PREP PERIOD
MORGAN J	Chemistry (205)	PREP PERIOD	PREP PERIOD	Chemistry AP (204)	Chemistry AP (204)	Chemistry (204)	Chemistry (204)
MORSE J	Geology (201)	Geology (201)	Geology (201)	PREP PERIOD	Geology (201)	PREP PERIOD	Geology (201)
SUTHERLAND P	PREP PERIOD	ForensicSci-R(205)	ForensicSci-R(205)	ForensicSci-R(205)	Chemistry (205)	Chemistry (205)	PREP PERIOD
Technical Education			Dept Chair - Jim Nolte				
AMIN L wk exp	DigitalDesign1 (202)	PREP PERIOD	DigitalDesign1 (202)	PREP PERIOD	DigitalDesign1 (202)	Comp Applic (202)	
BLANK P	Wood/Adv (607)	Wood/Adv (607)	Wood/Adv (607)	PREP PERIOD	PREP PERIOD	Wood/Adv (607)	Wood/Adv (607)
BLENDOW D	Foods 2: Adv (210)	Foods 2: Adv (210)	Foods 1 (210)	PREP PERIOD	Yrbook (502)	PREP 3/5	
BOONE S	Auto Tech (608)	Auto Tech (608)	AutoAdvROP (608)	PREP PERIOD	**********	Campo**********	
NOLTE J	PREP PERIOD	PREP PERIOD	WrldHist/Geog (506)	Foods2:IntlCuis (210)	Foods 1 (210)	Foods 1 (210)	Foods 1 (210)
POEHNERT R	ArchDsgn/Adv606	Electronics/Adv 606	PREP PERIOD	ArchDsgn/Adv 606	CompTech/Adv 606	PREP PERIOD	Electronics/Adv 606

Visual & Performing Arts			Dept Chair - Jessica Jurgens				
AMIN L	DigitalDesign1 (202)	PREP PERIOD	DigitalDesign1 (202)	PREP PERIOD	DigitalDesign1 (202)	Comp Applic (202)	
AMUNDSON E	Art 3D 1 (701)	Art 3D 1 (701)	Art 3D 1 (701)	PREP PERIOD	PREP PERIOD	Art 3D 2-4 (701)	Art 3D 1 (701)
HENSLEY T	PREP PERIOD	Drama 1 (211)	Drama 2 (211)	Drama 1 (211)	Adv Drama (211)	Stagecraft (211)	PREP PERIOD
JURGENS J	Art 1 (705)	PREP PERIOD	Art 1 (705)	Adv Art/H (705)	Art AP (705)	PREP PERIOD	Art 1 (705)
SCALLON A	Art 2 (703)	Art 2 (703)	PREP PERIOD	Art 1 (703)	French 2 (105)	French 2 (105)	PREP PERIOD
SCHRODER J Jazz	Concert Band (306)	PREP PERIOD	Symph Band (306)	PREP PERIOD	Wind Ensemble (306)	(306)	
SWEENEY C	*******Campo**********		PREP PERIOD	DgtlArtsWeb (202)	Art 1 (703)	Art 1 (703)	Art 1 (703)
ELD			Dept Chair - Adrianne Spencer				
BRADSHAW D	Government C (505)	(505)	(505)	PREP PERIOD	Government (505)	(505)	PREP PERIOD
BREMER D	Econ C(503)	Econ (503)	US Hist AP (503)	US Hist AP (503)	Econ (503)	PREP PERIOD	PREP PERIOD
DEWES J	English 1 (513)	PREP PERIOD	ELD 1 (513)	ELD 1 (513)	English 1 (513)	ELD 1 (513)	PREP PERIOD
GRUTZMACHER J	PREP PERIOD	English 2 (518)	English 2 (516)	English 2C (516)			
HARRISON MAST	PREP PERIOD	English 1 (517)	English 1C (517)	English 4 (517)	English 4 (517)	English 1 (517)	PREP PERIOD
HULL K	PREP PERIOD	PREP PERIOD	ELD 2 (502)	ELD 2 (502)	PE 9 (GYM)	PE 9 (GYM)	PE 9 (GYM)
MERKEN J	Biology C (301)	PREP PERIOD	Physiology (304)	Biology (301)	Biology (301)	Biology (301)	PREP PERIOD
SPENCER A	PREP PERIOD	English 2 (515)	ELD 3 (515)	ELD 3 (515)	PREP PERIOD	ELD 2 (515)	English 2 (515)
YFANTIS D	PREP PERIOD	US History (705)	PREP PERIOD	WrldHist/Geog (702)	US HistoryC (702)	US History (702)	WrldHist/Geog (702)
Ade Melgoza / Susan Martin			**A-CI + Spanish Speaking ELD Students**				

Revised2/2/2011

Las Lomas High School



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 9-12
1460 South Main Walnut Creek, CA 94596
Phone: (925) 280-3920 **Fax:** (925) 280-3921
Website: www.acalanes.k12.ca.us/laslomas

John Stockton
Superintendent
Matt Campbell
Principal

Principal's Message

Las Lomas is committed to overall excellence. The past years have seen an increase of our Academic Performance Index (API) and, a record number of students taking and passing exams in the Advanced Placement (AP) program. Las Lomas is a National Blue Ribbon school, one of only 11 high schools in California and 55 nationally. While test scores at Las Lomas continue to improve, there is still a concern for underachieving students. As a result our schoolwide focus and single site plan goals are aimed at improving the achievement of all students.

The Walnut Creek Education Foundation continues to raise needed funds for programs at Las Lomas as well as throughout the Walnut Creek community. Their efforts demonstrate the wonderful partnership that exists among our school, parents and greater Walnut Creek area.

The greatest single feature at Las Lomas continues to be our diversity. We are the magnet school for all English Learners in the district and as a result the campus benefits from the many cultures and languages of its students.

Parental Involvement

Las Lomas partners with parents for the betterment of the school. Parents volunteer on a variety of school committees. As part of the Walnut Creek Education Foundation, we plan to raise $800,000 to supplement the district budget and provide the best for our students and staff. Parents are involved in athletic and performing arts booster groups to support the programs.

Las Lomas has an extensive and involved parent community governed by the PTSA. Contact Jill Buschini or Sherri McGoff, PTSA Co-Presidents at (925) 280-3920, for more information.

School Safety

Las Lomas is a closed campus and all visitors must register at the office. In addition to the staff, a campus supervisor monitors the halls from 7:30 am to 11:00 pm. The school has a close relationship with the Walnut Creek Police Department, and cameras are used throughout the campus for video surveillance. The disaster plan is reviewed and revised yearly for improvement. Fire, disaster, and intruder drills are held throughout the year.

Las Lomas participates in the Safe Schools Ambassadors program. Facilitated by staff, students have been trained to intervene during student-to-student conflicts and to mediate disputes. This program has empowered our students as well as diminished the number of conflicts between them, thus allowing Las Lomas to maintain a positive campus climate.

The School Safety plan was last updated, reviewed, and discussed with school faculty in September 2010.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"As a result our schoolwide focus and single site plan goals are aimed at improving the achievement of all students."

Acalanes Union High School District

1212 Pleasant Hill Road
Lafayette, CA 94549
Phone: (925) 280-3900
Fax: (925) 932-2336
www.acalanes.k12.ca.us

"We educate every student to excel and contribute in a global society."

Textbooks and Instructional Materials

Textbooks used by Acalanes UHSD are based on current California content standards. Textbooks are chosen from lists pre-approved by state education officials.

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.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Las Lomas HS	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	Edge	2007
English-Language Arts	High Point (Level 1)	2007
English-Language Arts	Impact, 50 Short Stories; 2nd Edition	2003
English-Language Arts	Poetry, A Pocket Anthology	2003
English-Language Arts	Poets	2003
English-Language Arts	Points of View: *An Anthology of Short Stories*	2003
English-Language Arts	Short Prose Reader; 3rd Edition	2003
English-Language Arts	Talking Back/Poems, A Working Guide/Aspiring Poets	2003
English-Language Arts	The Compact Reader; 7th Edition	2003
English-Language Arts	The Word Within the Word, Vol. 1	2003
English-Language Arts	The Word Within the Word, Vol. 1 (Eng 2)	2003
English-Language Arts	The Word Within the Word, Vol. 2 (Eng 3)	2003
English-Language Arts	The Word Within the Word, Vol. 2 (Eng 4)	2003
Mathematics	Algebra & Trigonometry	2002
Mathematics	Algebra 1	2007
Mathematics	Algebra and Trigonometry, 5th Ed.	2002
Mathematics	Algebra II: *Concepts, Skills and Problem Solving, CA Edition*	2008
Mathematics	Calculus I, 8th Ed.	2006
Mathematics	Calculus II, 8th Ed.	2006
Mathematics	California Algebra Readiness	2007
Mathematics	California Geometry	2007
Mathematics	Concepts, Skills, and Problem Solving	2008
Mathematics	Geometry	2007
Mathematics	Geometry	2005
Mathematics	Multivariable Calculus, 8th Ed. (Supplemental)	2006
Mathematics	Pre-Calculus with Trigonometry: *Concepts and Applications*	2002
Mathematics	Pre-Calculus, Third Edition	2008

Continued on page 3

Subject	Textbook - *Continued from page 2*	Adopted
Mathematics	The Practice of Statistics	2000
Science	Biology, 7th ed.	2004
Science	Biology: *Exploring Life*	2004
Science	Biotechnology: Demystifying the Concept	2000
Science	Chemistry, 7th Ed.	2007
Science	Earth Science; *Geology, the Environ., and the Universe*	2001
Science	Essentials of Human Anatomy and Physiology, 8th ed.	2005
Science	Human Anatomy and Physiology, 6th ed.	2005
Science	Living in The Environment, 14th ed.	2002
Science	Oceanography; *An Invitation to Marine Science*, 4th Ed	2003
Science	Physics	2004
Science	Physics: *Principles with Applications*, 4th Ed. AP (Physics AP)	2005
Science	World of Chemistry	2008
Social Studies	A People & A Nation, 7th Ed.	2004
Social Studies	Cultural Landscape: *An Intro. to Human Geography*	2006
Social Studies	Human Geography in Action, 4th ed. (Supplemental)	2006
Social Studies	Modern World Hist.: *Patterns/Interaction* California Ed.	2005
Social Studies	Psychology, 8th ed.	2006
Social Studies	Psychology, 8th ed. (Psych AP)	2006
Social Studies	The Americans: *Reconstruction Through/21st Century*	2005
Social Studies	United States Government: *Democracy in Action*	1998
Social Studies	World History: *Patterns of Interaction* (National Edition)	2005
Social Studies/Economics	Economics Concepts and Choices, California Ed.	2008
Physical Education	Guide to Sexuality	2005
Physical Education	Health & Wellness	2005
World Languages	Adventures in Japanese, Levels 1-4	2005
World Languages	Auf Deutsch, Levels 1-3	2003-04

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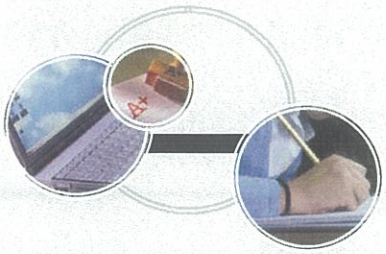


Professional Deelopment

The Acalanes Union High School District provides on-going professional growth opportunities for teachers and administrators. Teachers and administrators build upon their skills through professional development provided by the schools, district, county office, and professional organizations. The focus of certificated professional development is on the continuous improvement of teaching and learning in the Acalanes Union High School District. The District provides professional development opportunities through late start Wednesday morning collaboration, release days and staff development days. Additionally, the District holds an annual Summer Institute during which time certificated staff can collaboratively focus on one of an array of professional growth areas offered. All teachers are invited to participate and receive a stipend for attendance.

Professional development is provided in the following areas:

- Standards based Instruction and Assessment
- Evaluation of Student Work
- Grading Practices
- Curricular Integration of Technology
- 21st Century Learning
- Diversity Training
- Special Education
- Peer Assistance and Support
- Standards for the Teaching Profession
- Achievement/Assessment Data Analysis

Teachers are supported through technology coordinators who facilitate professional development and mentor teachers. Academic department chairs lead and support departmental discourse and collaborative endeavors to align curriculum and assessment.

Continued on page 4

Professional Development

Continued from page 3

Further, teachers are supported through a performance evaluation system designed to 1) promote and support student learning; 2) maintain and improve instruction, assessment, student achievement, learning environments and professional responsibilities; 3) recognize and praise professional performance; and 4) provide assistance and direction for continuous improvement.

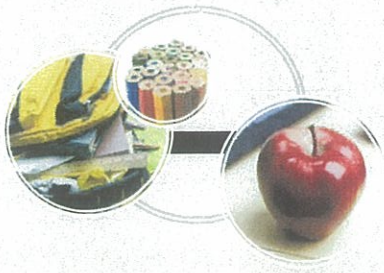
Districtwide staff development days are held each year during which all certificated staff has the opportunity to expand their abilities in a variety of educational areas.

Each Wednesday our teaching staff has the opportunity to meet to focus on improvement goals such as training, best teaching practices, and collaboration with local middle school staff to ensure a smooth transition to Las Lomas.

Las Lomas continues to have the best possible teachers for our students. All new and second-year teachers are evaluated annually by the administration and are supported by experienced mentor teachers. Administrators evaluate all permanent teachers every two years. Permanent teachers who are deemed to be less than satisfactory are placed in a peer assistance and review program. This allows peers and the administration to work together to help the teacher improve.

Each year the school plans and conducts a number of staff development activities for all staff; many teachers also participate in workshops. The staff development focus this year has been integrating technology into instructional practices. A couple of staff development programs have centered on technology and how to incorporate technology to enhance student learning.

For the previous three school years, we had three days each year dedicated to staff and professional development.



Subject	Textbook - *Continued from page 3*	Adopted
World Languages	Bon Voyage, Levels 1-3	2003-04
World Languages	El Espanol para Nosotros, Books 1 & 2	2005
World Languages	Latin for Americans, Level 1	2003
World Languages	Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3)	2003
World Languages	NiHao 1, Chinese Language Course, Introductory, Level III & IV	2004
World Languages	Realidades, Levels 1-3	2003
Career/Technical Ed.	Architecture: *Residential Drafting and Design*	2005
Career/Technical Ed.	Auto CAD and Its Applications-Comprehensive	2005
Career/Technical Ed.	Automotive Service, 2nd Ed.	2004
Career/Technical Ed.	Culinary Essentials	2003
Career/Technical Ed.	Guide to Good Food	2003
Career/Technical Ed.	Technology: *Design and Application*	2005
Career/Technical Ed.	Understanding Electricity & Electronics	2007
Career/Technical Ed.	Wood Technology & Processes	2004

Note: This data was most recently collected and verified in September 2010.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates

	Las Lomas HS			Acalanes UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	98.8%	96.0%	96.5%	99.0%	97.7%	96.7%	80.6%	80.2%	78.6%
1-year Dropout Rate	0.3%	1.3%	0.5%	0.4%	0.9%	0.9%	4.2%	3.9%	4.5%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates

	Las Lomas HS			Acalanes UHSD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.050	0.074	0.061	0.063	0.058	0.050
Expulsion Rate	0.002	0.001	0.000	0.002	0.001	0.000

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Fair
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/26/2010
Date of the Most Recent Completion of the Inspection Form			08/26/2010

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs

Item Inspected	Deficiencies, Action Taken or Planned, and Date of Action
External	Several de-laminated exterior doors in the 100, 200, 300, 400 & 600 wings; to be repaired in 2012

School Facilities

Las Lomas High School was built in 1951. Since then, the original campus has been rebuilt and expanded. The buildings and grounds are all well maintained.

With the recent passage of the facilities bond, technology on campus is being upgraded, which includes installing wireless access to all classrooms and offices. Improvements are also being made to the campus infrastructure and buildings.

The library includes Internet-connected computers and updated books and periodicals. The library is staffed by one full-time and one part-time librarian. With the support of the district, the 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.

Continued on sidebar

School Facilities

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The school has 60 classrooms. Of these 60 classrooms, two are computer labs, seven are science labs, and eight are specialty rooms that are used as workshops or studios for programs including art, 3D art, architectural design, foods, woodshop and auto shop. There are two gymnasiums, one weight training room, three athletic fields (football, baseball and softball) tennis courts, and a pool.

There are five custodians. One works the day shift, three work after school, and one, our head custodian, works from 2:00 pm onwards to overlap both shifts. Rooms are cleaned on an alternating schedule, every other day. Bathrooms and locker rooms are cleaned every day. Other facilities – the bleachers, the gymnasiums, the library and the weight room - might not be cleaned on the two day rotation as other school events and activities requiring custodial attendance/clean up take precedent. The school is clean, well maintained and in a good state of repair. The groundskeeper has done an outstanding job of improving and maintaining the campus, and the maintenance department responds promptly and effectively whenever repairs or improvements are required.

During the school day the students are kept safe by the presence of two campus supervisors. Their shifts cover the hours of 7:30 am – 4:00 pm. They are present 30 minutes before classes start in the mornings, and an hour after classes finish in the afternoon. During the school day, 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 are utilized along with campus supervision and the school administration to ensure that students and all other attendees are safe, and to ensure that events run smoothly.

There are several improvements planned for the Las Lomas campus over the next couple of years. Measure E bond money is paying for new technology installations in each classroom.

Continued on page 6

School Facilities

Continued from page 5

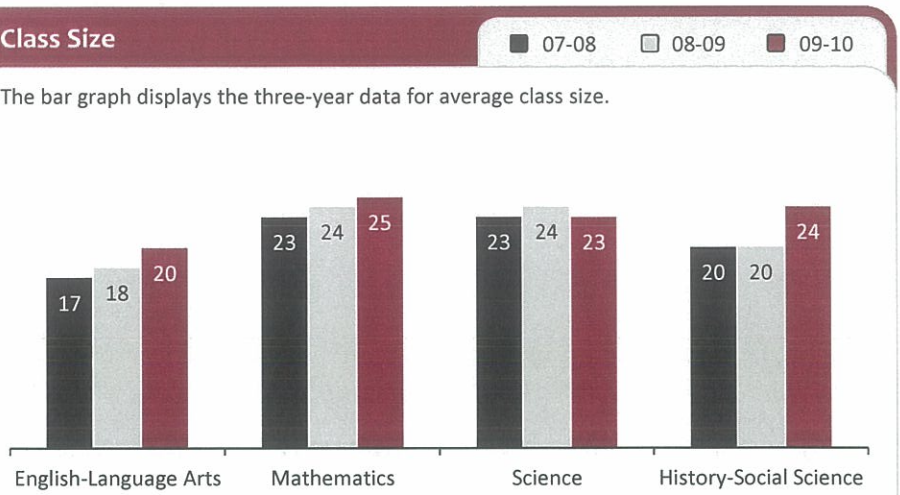
An "Extron" technology system which includes ceiling mounted projectors, integrated microphone and speaker systems, and the capability to run document cameras, iPads, iTouches, iPods, laptops and other portable devices through the projection/sound system is now in place in each classroom/lab.

In addition to the campus-wide technology/wireless upgrades, there are several facility improvements planned which will commence in the Spring of 2011. These include renovation of parts of the plumbing systems, replacement of some roofing, the addition of new student restrooms and the expansion of several teaching facilities. The 3D art room and the culinary arts room are the two areas that are being expanded and improved. In addition to this, the tennis courts are being renovated. There are also plans to replace the bridge from S. Main Street onto the campus and improve areas of siding/canopies in various areas of the campus.

The total cost of the facility/structural repairs and improvements is approximately $3 million dollars. The money for these upgrades and repairs is coming from the Measure E bond and has provided the school with a wonderful opportunity to improve both its programs and facilities for the students.

"Las Lomas is a National Blue Ribbon school, one of only 11 high schools in California and 55 nationally."

Class Size



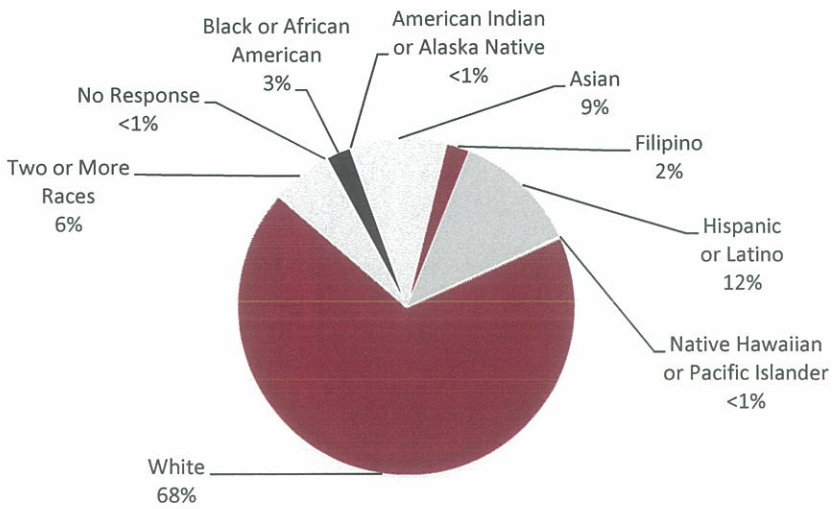
The bar graph displays the three-year data for average class size.

Class Size Distribution — Number of Classrooms By Size

	07-08			08-09			09-10		
Subject	**1-22**	**23-32**	**33+**	**1-22**	**23-32**	**33+**	**1-22**	**23-32**	**33+**
English-Language Arts	69	42		66	34		31	54	
Mathematics	22	37	3	17	37	3	9	42	2
Science	12	40		11	33	1	13	35	
History-Social Science	44	30	3	41	27	4	20	54	2

Enrollment and Demographics

The total enrollment at the school was 1,456 students for the 2009-10 school year.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Las Lomas HS			Acalanes UHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	75%	77%	79%	83%	85%	84%	46%	50%	52%
Mathematics	38%	43%	44%	51%	53%	56%	43%	46%	48%
Science	67%	77%	73%	83%	86%	85%	46%	50%	54%
History-Social Science	70%	76%	74%	77%	83%	82%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

	Spring 2010 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	84%	56%	85%	82%
All Students at the School	79%	44%	73%	74%
Male	74%	46%	74%	76%
Female	84%	42%	73%	73%
Black or African American	50%	28%	64%	50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	76%	60%	74%	72%
Filipino	68%	36%	❖	62%
Hispanic or Latino	60%	21%	44%	55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	84%	46%	78%	79%
Two or More Races	79%	45%	❖	73%
Socioeconomically Disadvantaged	50%	24%	45%	57%
English Learners	18%	26%	19%	35%
Students with Disabilities	16%	9%	25%	33%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	10	10	10
Similar Schools API Rank	6	4	5

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	4	14	6
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	3	34	■
Filipino	■	■	■
Hispanic or Latino	■	■	11
Native Hawaiian or Pacific Islander	■	■	■
White	2	9	6
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Las Lomas HS	Acalanes UHSD	California
All Students	864	899	767
Black or African American	■	■	685
American Indian or Alaska Native	■	■	728
Asian	■	933	889
Filipino	■	■	851
Hispanic or Latino	778	824	715
Native Hawaiian or Pacific Islander	■	■	754
White	877	903	838
Two or More Races	■	897	807
Socioeconomically Disadvantaged	■	759	712
English Learners	■	754	691
Students with Disabilities	■	691	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Las Lomas HS	Acalanes UHSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

✧ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 9	
Four of Six Standards	◈
Five of Six Standards	◈
Six of Six Standards	◈

◈ Data not available from the state at the time of publication.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

"Las Lomas is committed to overall excellence."

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Las Lomas HS		Acalanes UHSD	
Met Overall AYP	Yes		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	5.0
Ratio of Students Per Academic Counselor	291:1
Support Staff	**FTE**
Counselor (Social Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.8
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	3.0
Other	1.0

Completion of High School Graduation Requirements

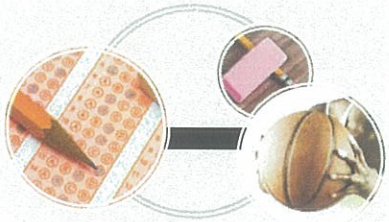
Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Las Lomas HS	Acalanes UHSD	California
All Students	98.5%	99.5%	94.5%
Socioeconomically Disadvantaged	100%	100.0%	91.3%
English Learners	80%	86.4%	98.5%
Students with Disabilities	95%	73.9%	53.4%
Black or African American	❖	92.9%	89.7%
American Indian or Alaska Native	❖	100.0%	95.3%
Asian	100%	100.0%	97.4%
Filipino	❖	100.0%	98.2%
Hispanic or Latino	88.6%	96.2%	91.6%
Native Hawaiian or Pacific Islander	❖	100.0%	95.2%
White	99.2%	99.8%	98.1%
Two or More Races	100%	94.8%	◈

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Data not available from the state at this time.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.



Career Technical Education Participation

Career Technical Education Data	
	2009-10 Participation
Number of Pupils Participating in CTE	432
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	12%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	100%

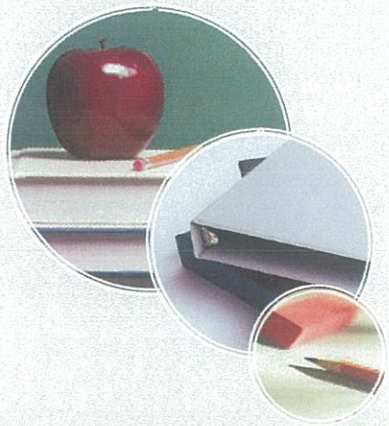
Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Programs

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

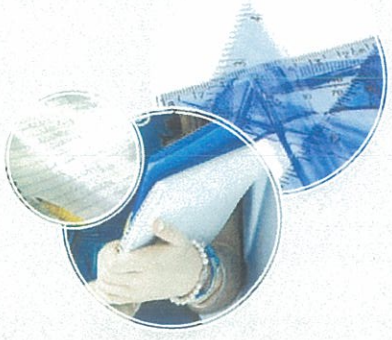
- Architectural & Structural Engineering
- Cabinet Making & Wood Products
- Computer Hardware, Electrical, & Networking Engineering
- Engineering Design
- Food Service & Hospitality
- Information Technology
- Vehicle Maintenance, Service & Repair
- Forensic Science
- Sports Medicine



California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

"The greatest single feature at Las Lomas continues to be our diversity. We are the magnet school for all English Learners in the district and as a result the campus benefits from the many cultures and languages of its students."



California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Las Lomas HS	80.2%	89.6%	85.6%	79.9%	85.3%	77.8%
Acalanes UHSD	89.8%	91.1%	90.2%	88.5%	88.9%	86.7%
California	52.9%	52.0%	54.0%	51.3%	53.3%	53.4%

CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
	English-Language Arts		
Group	Not Proficient	Proficient	Advanced
All Students in the District	10.6%	19.0%	70.4%
All Students at the School	14.4%	22.5%	63.1%
Male	20.1%	26.0%	53.9%
Female	9.0%	19.3%	71.7%
Black or African American	30.8%	38.5%	30.8%
American Indian or Alaska Native	❖	❖	❖
Asian	12.5%	18.8%	68.8%
Filipino	❖	❖	❖
Hispanic or Latino	29.7%	24.3%	45.9%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	11.5%	21.2%	67.3%
Two or More Races	13.3%	26.7%	60.0%
Socioeconomically Disadvantaged	52.2%	30.4%	17.4%
English Learners	58.3%	20.8%	20.8%
Students with Disabilities	70.4%	18.5%	11.1%
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
	Mathematics		
Group	Not Proficient	Proficient	Advanced
All Students in the District	14.1%	36.3%	49.6%
All Students at the School	22.1%	39.9%	38.0%
Male	19.4%	45.2%	35.5%
Female	24.7%	34.9%	40.4%
Black or African American	46.2%	23.1%	30.8%
American Indian or Alaska Native	❖	❖	❖
Asian	21.9%	21.9%	56.2%
Filipino	❖	❖	❖
Hispanic or Latino	43.2%	40.5%	16.2%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	17.4%	42.7%	39.9%
Two or More Races	33.3%	40.0%	26.7%
Socioeconomically Disadvantaged	56.5%	39.1%	4.3%
English Learners	54.2%	25.0%	20.8%
Students with Disabilities	67.9%	25.0%	7.1%
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Courses Required for UC/CSU Admission

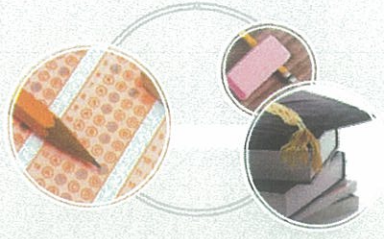
University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit http://dq.cde.ca.gov/dataquest/.

UC/CSU Admission Data	
2009-10 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	77.7%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	63.1%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 8.6% of the school's students were enrolled in a total of 17 AP courses offered.

Advanced Placement Courses	
English	1
Fine and Performing Arts	2
Foreign Language	4
Mathematics	3
Science	3
Social Science	4

Teacher Qualifications

Teacher Credential Information				
	Acalanes UHSD	Las Lomas HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	288	79	76	78
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Las Lomas HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	1	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Las Lomas HS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	**Acalanes UHSD**	**Similar Sized District**
Beginning Teacher Salary	$40,000	$43,096
Mid-Range Teacher Salary	$70,148	$70,018
Highest Teacher Salary	$89,801	$89,675
Average Principal Salary	$136,520	$128,615
Superintendent Salary	$200,000	$204,469
Teacher Salaries — Percent of Budget	27.7%	37.5%
Administrative Salaries — Percent of Budget	3.8%	5.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Las Lomas HS
Total Expenditures Per Pupil	$170
Expenditures Per Pupil From Restricted Sources	$52
Expenditures Per Pupil From Unrestricted Sources	$118
Annual Average Teacher Salary	$74,324

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Las Lomas HS	$118	$74,324
Acalanes UHSD	$733	$75,873
California	$5,681	$69,595
School and District — Percent Difference	-522.8%	-2.1%
School and California — Percent Difference	-4,726.4%	+6.4%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

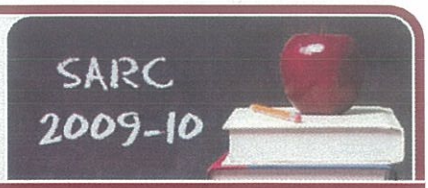
Types of Services Funded

The Las Lomas Foundation contributed more than $200,000 to improve the learning environment. This valuable contribution supported class size reduction in World History, English and Algebra. Also, WCEF funded part of an academic counselor, Tech Coordinator, Computer Lab Technician, increased hours for RN, and enhanced Science instructional budget.

The Las Lomas PTSA funded a Knightly Character Recognition Program, Safe School Ambassador Program and enhanced department instructional budgets.

A parcel tax passed by the community funded capital outlay projects, class-size reduction in Algebra I and English II, and helped maintain the seven-period day. In January 2005, the Las Lomas Foundation merged with the K-8 Foundation to form the K-12 Walnut Creek Education Foundation, with a goal of raising $1-million.

Las Lomas High School



Acalanes Union High School District

GRADES 9-12
1460 South Main Walnut Creek, CA 94596
Phone: (925) 280-3920 **Fax:** (925) 280-3921
Website: www.acalanes.k12.ca.us/laslomas

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Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.

Las Lomas High School

2010-2011 **SCHOOL ENROLLMENT by GRADE and ETHNICITY**

	Male								Female								
Grade Level	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	TOTAL
Grade 9	3	19	-	6	1	10	127	10	5	21	-	6	1	5	143	15	372
Grade 10	3	27	1	3	6	10	157	7	1	15	-	6	5	4	144	6	395
Grade 11	2	11	-	4	13	6	127	4	-	23	1	6	16	6	103	12	334
Grade 12	1	14	-	10	13	3	115	7	-	23	-	7	12	4	142	17	368
TOTALS	9	71	1	23	33	29	526	28	6	82	1	25	34	19	532	50	1469

GRADUATION REQUIREMENTS AND GENERAL INFORMATION

Graduation Requirements - Acalanes, Campolindo, Las Lomas, Miramonte (Class 2012, 2013)

1. **Credits:** Earn 240 total credits*

   ✓ **Course Requirements:**

   40 Credits English
   20 Credits Math**
   10 Credits Biological science
   10 Credits Physical science
   10 Credits World History/Geography
   10 Credits U.S. History
   10 Credits U.S. Government/Economics
   20 Credits World Language, Visual & Performing Arts, Career/Tech Ed***
   20 Credits Physical Education (Including 9th Grade PE)
   90 Credits Elective Courses
   240 Credits

2. **Pass the California High School Exit Exam** (both sections)

* Ten units of credit are granted for the successful completion of a course for one year. Credits are granted on a semester basis (5 units per semester, per class)
** Students must pass the equivalent of two semesters of Algebra 1 in order to graduate.
*** Students must take one year each in two of these three areas.

Graduation Requirements - Acalanes, Campolindo, Las Lomas, Miramonte – (Effective Class of 2014)

1. **Credits:** Earn 240 total credits*

   ✓ **Course Requirements:**

   40 Credits English (Course title must include "English")
   20 Credits Math**
   10 Credits Biological science
   10 Credits Physical science
   10 Credits World History/Geography
   10 Credits U.S. History
   10 Credits U.S. Government/Economics
   20 Credits World Language, ASL, Visual Arts, Performing Arts, Career/Tech Ed***
   20 Credits Physical Education (Including 9th Grade PE)
   90 Credits Elective Courses
   240 Credits

2. **Pass the California High School Exit Exam** (both sections)

* Ten units of credit are granted for the successful completion of a course for one year. Credits are granted on a semester basis (5 units per semester, per class)
** Students must pass the equivalent of two semesters of a course of study beyond Algebra 1
*** Students must take one year each in two of these five areas.

Las Lomas WASC Staff Survey

Please complete the survey completely. Be sure to hit the continue button at the bottom of each page. Once you reach the "submit" button (on page 7), you are finished. All responses are anonymous.

Demographics

What is your Highest Degree Attained

High School

Years Teaching or in this Profession

1 to 3

Choose the option that best describes your role at Las Lomas

Certificated - Teacher

Specialized Training

(You may check more than one answer)

- [ ] BTSA
- [ ] National Board Certified
- [ ] CLAD/CTEL
- [ ] None
- [ ] Other:

Subject Area

(You may check more than one)

- [ ] I am teaching in my subject area(s)
- [ ] I am teaching outside of my teaching area(s)
- [ ] I am not a teacher

Years at Las Lomas

1 to 3

Gender

Female

Continue »

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Las Lomas WASC Staff Survey

Curriculum and Instruction

If you have no opinion or it does not apply to your job, please select '3'.

I use face-to-face conferences to communicate with parents

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Technology is an integral tool in the learning process at Las Lomas

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I have sufficient opportunity & time to make myself available to students

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I have sufficient opportunity to meet with colleagues to share strategies, lessons, project ideas & other materials on a regular basis

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I build on my students' life experiences, prior knowledge & interests to make content relevant & meaningful

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Staff Development supports my goals in the classroom

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

My classroom teaching environment supports student learning regardless of their curricular paths

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

To what degree do you use these teaching strategies?

Lecture
Daily

Large group discussions
Daily

Videotape instruction
Daily

Computer based instruction
Daily

Use of other technology
Daily

Thematic instruction
Daily

Authentic assessment
Daily

Student self-assessment
Daily

Hands-on learning
Daily

Cooperative learning
Daily

Paired or group activities/projects
Daily

Guest speakers

Daily

Integration with other teachers

Daily

Long term projects

Daily

Library/research

Daily

Language lab

Daily

Computer lab

Daily

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Las Lomas WASC Staff Survey

Leadership and Staff

If you have no opinion or it does not apply to your job, please select '3'.

Las Lomas focuses its financial resources in the right places

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The District Administration is supportive of teachers/staff

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The District Administration values input in decision making from teachers

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The School Board is supportive of teachers/staff

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The administrators...

Value my input

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Provide good leadership & clear communication

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Treat me with respect

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Facilitate communication effectively

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Support me in my work with students

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Support me on discipline issues

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Support me in my dealings with parents

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The school counselors...

Are supportive when I ask for help/assistance

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Support a variety of students & their different needs

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Help deal with student conduct that interferes with classroom learning

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Are essential to the school community

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The school nurse...

Is supportive when I ask for help/assistance

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

Supports a variety of students & their different needs

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

Is essential to the school community

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

The classified staff...

I am comfortable asking a staff member for help or clarification

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

I feel that the non-teaching staff & teaching staff support each other

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

I feel that the non-teaching staff & teaching staff work effectively with each other

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

The role of the Campus Supervisor is essential to the school climate

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

Campus Supervisors are doing an efficient job in maintaining an effective learning environment

1 2 3 4 5

Strongly Agree ○ ○ ○ ○ ○ Strongly Disagree

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Las Lomas WASC Staff Survey

Support for Student Personal and Academic Growth

If you have no opinion or it does not apply to your job, please select '3'.

I have adequate resources & support for my students with special needs

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The ELL Department supports my efforts in the classroom

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

The school provides support for students who are struggling academically

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I enjoy being involved in extracurricular activities to support my students

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I collaborate with colleagues to share strategies, lessons, project ideas & other materials on a regular basis

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I receive communication to help me recognize & deal with students with special needs

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

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Las Lomas WASC Staff Survey

Assessment and Accountability

If you have no opinion or it does not apply to your job, please select '3'.

I use a computer-based grading program

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I give my students printouts or publish grades

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I organize curriculum to allow enough time for student learning, review & assessment

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

I use the results of assessments to modify curricular objectives &/or instructional approaches

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Students are aware of the grading rubrics or style before they do assignments or tests

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

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Las Lomas WASC Staff Survey

I use these assessment techniques...

For the final questions, 1 is often, 5 is never or not applicable.

Scantron/Multiple Choice

	1	2	3	4	5	
Often	○	○	○	○	○	Never/Not Applicable

Essay or Short Answer

	1	2	3	4	5	
Often	○	○	○	○	○	Never/Not Applicable

Oral presentations

	1	2	3	4	5	
Often	○	○	○	○	○	Never/Not Applicable

Participation Points

	1	2	3	4	5	
Often	○	○	○	○	○	Never/Not Applicable

Rubrics

	1	2	3	4	5	
Often	○	○	○	○	○	Never/Not Applicable

Research projects

	1	2	3	4	5	
Often	○	○	○	○	○	Never/Not Applicable

Power Point Projects

	1	2	3	4	5	
Often	○	○	○	○	○	Never/Not Applicable

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Las Lomas WASC Staff Survey

Last Page

Do you use Blackboard for your students?

- [ ] Yes
- [ ] No
- [ ] N/A - I am not a classroom teacher

If you use Blackboard in your classes, approximately how often do you use it?

- ○ Update Daily
- ○ Update Weekly
- ○ Update Monthly/Once per Unit
- ○ Update Once per Semester
- ○ Update Once per Year
- ○ I Don't Use It

Is there anything else you would like to add?

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Las Lomas High School
2010 – 2011 Site Council Proposed Budget

	Spent in 09-10	Proposal
1180 - Other Certificated Hourly	18,075	30,000
3000 - Benefits	2,169	3,500
4300 – Materials	13,721	30,000
4400 – Equipment	0	20,000
5200 – Travel and Conference	1,300	10,000
5800 – Other Operating Services	0	3,500
5900 – Communications/Postage	0	
Indirect Costs (3%)	1,058	3,000
Total:	36,323/$100,000	$100,000

Las Lomas High School
2010 – 2011 January Site Council Budget
01-0395-1110-1000-____-212-0-012

	Spent	Budget	Remaining
1180 - Other Certificated Hourly	35,700	35,700	0

- Committed - 25,000
- Lopilato – 9/30-10/13-2hrs-62
- Lewis-9/28-10/26-6.5hrs-201.50
- Sutherland -9/28-10/29-3hrs-93
- Ball – 10/28 – 1hr-31
- Lund – 9/29-10/26-8hrs-248
- Jorgensen-9/28-10/28-9.5hrs-295.5
- Karas-9/27-10/28-15hrs-465
- S.Morse-10/4-10/25-2.5hrs-77.5
- Gieleghem-10/1-10/29-15.5-480.5
- Sillavo-9/23-9/28-1hr-31
- Sillavo-10/26-10/28-1.5hr-46.5
- Mulhair-10/5-10/27-4hrs-124
- Sutherland-9/28-10/29-3hrs-93
- Wilkerson-9/28-10/28-3hrs-93
- Dare-10/4-10/25-3hrs-93
- Thomas-10/13-10/28-3hrs-93
- Lund-11/1-11/18-4.5hrs-139.5
- Tate-11/1-11/18-2.2hrs-77.5
- Cunniffe-11/15-11/30-2.5hrs-77.5
- Lewis-11/2-11/30-3hrs-93
- S.Morse-10/28-11/18-2.5hrs-77.5
- Sillavo-11/15-11/19-1hr-31.00
- Jorgensen-11/2-11/16-4hrs-124
- Karas-11/1-11/18-8hrs-248
- Gieleghem-11/1-11/30-11.5hrs-356.5
- S.Morse-12/01-12/13-2.67hrs-93
- Cunniffee-121-12/14-3hrs-93
- Lewis-12/7-12/14-2hrs-62
- Furstenthal-11/17-11/30-2hrs-62
- Lewis-Thurs-11/18-12/16-4hrs-124

- Gieleghem-12/8-12/16-11.5hrs-365.5
- Furstenthal-12/15,16-1hr-31
- Colebourn-11/17-12/03-2hrs-62
- Yfantis-11/30-12/16-4hrs-124
- Zamaria-11/16-12/16-8hrs-248
- Karas-12/1-12/15-10hrs-310
- Ball-11/2-12/9-10.5hrs-325.5
- Jorgensen-12/2-12/14-4hrs-124
- Sillavo-12/11-12/16-3.5hrs-108.5
- Lopilato-10/27-11/17-3hrs-93
- Nickl-11/15-12/14-5hrs-155
- Wondolowski-11/16-1/11-7hrs-217
- Morse, S-12/14-1/13-3hrs-93

Total: 6,442.50

- Uhrenholt – 11/4 – Math Sub Time – 5,700
- Tate – 11/4 -Classroom Visitations – 5,000

3000 - Benefits	4,284	4,284	0

- Committed – 3,000 (25,000 tutoring)
- Committed – 1,284 (Class. Visit. + Math Sub)

4300 – Materials	12,173	30,000	17,827

9/10 – Lopilato – Smartpen - 276
9/10 – Lund – Smartpen – 276
9/15 – Reeves-Hampton-Magazine-650 (672.10)
Committed – Library - 4,000

- Books - 713.69 (705.70)
- Books – 976.37
- Hosting Fee – 150
- Psy/health Book – 486.16
- Books – 307.10 (312.20)
- NY Times Subscription 19.17
- Books – 228.29
- 21 Books-393.93
- Cancer Books-658.20

Total: 3,932.91

10/8 – Ball – Smartpen – 690 (689.37)
10/8 – Grutzmacher – Hampton Mag. – 350 (361.90)
11/4 – Spencer – Dictionaries – 1,078 (1,285.22)
11/4 – Spencer – Handbooks – 231.40 (275.94)

12/7 – Amaro – Smartpenn – 300.44 (109.24)
12/7 – Ball – Sketchpad Licenses – 1,505
12/7 – Uhrenholt – Binders – 47.15
12/7 – Uhrenholt – Freshmen Tutoring Food Incentives – 1,000

- 12/13-Pizza-71.34
- 1/19/11-food-29.44

1/21/11-Greenwood-Echo Pens-799.68
1/26/11-Spencer-Flip Cameras-$650 Committed
Total: 12,173 (12,172.96)

4400 – Equipment	4,500	7,016	2,516

- 10/7 – Data Management System 4,500

5200 – Travel and Conference	20,000	20,000	0

- 11/3 – Campbell – Conference - $20,000
  12/8/10-Sent in OK for $19,629 + $2,000 DO will pay
  1. 12/13/10-Registration-$6,590
  2. 1/26/10 –rooms – 4,032
  3. 1/21/11-airlines-Campbell-329.40
  4. 1/21/11-airlines-Schreiber,Briggs,Merken-664.20
  5. 1/26/11-airlines-Lewis-216.40

Total: 11,832.00

5800 – Other Operating Services		0	0
5900 – Communications/Postage		0	0
Indirect Costs (3%)	2,300	3,000	700

- Sept through January - Committed – 2,299.71

Total – 2,300 (2,299.71)

Total:	$78,957 (Committed)	$100,000	$21,043

Career/Tech. Ed.

Course Title	Book Title	Publisher	Published	Adopted
Architectural Design	Architecture: Residential Drafting and Design	Kicklighter & Kicklighter		2005
Automotive Technology	Automotive Service, 2nd Ed.	Thomson/Delmar Learning	2004	2004
Computer Science	Learning Microsoft Word 97		1998	
	Microsoft Publisher 2000		2000	
	Learning Microsoft Excel		1998	
	Microsoft Office 97		1997	
	Adobe Photoshop 5.5		1999	
Design & Fabrication Technology	Technology: Design and Application	Goodheart-Willcox Publisher	2004	2005
Electronics & Adv. Electronics	Understanding Electricity & Electronics	Glencoe	1996	
	Electricity and Electronics	Glencoe	1997	
Engineering Drawing	Auto CAD and Its Applications-Comprehensive	Goodheart-Willcox Publisher	2005	2005
	Mechanical Drawing, 11th Ed.		1990	
Foods 1	Guide to Good Food	Goodheard-Wilcox Publisher	2002	2003
Foods 2	Culinary Essentials	Glencoe, McGraw-Hill	2002	2003
Wood Technology	Wood Technology & Processes	Glencoe McGraw-Hill	2006	2004

English

Course Title	Book Title	Publisher	Published	Adopted
ELD Levels 1 - 4	Edge		1998	2007
	High Point (Level 1)			2007
English 1	Poets	Celestial Arts Publishing	1996	2003
	Talking Back to Poems, A Working Guide for Aspiring Poets	Celestial Arts Publishing	2006	2003
	Writers Inc.	Great Source		
	The Word Within the Word, Vol. 1	Royal Fireworks Press	2000	2003
	Impact, 50 Short Stories; 2nd Edition	Holt, Rinehart & Winston	1996	2003
	Short Prose Reader; 3rd Edition	Prentice Hall	2003	2003

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	English Grammar & Composition; 3rd Edition			
	English: Writing and Skills; 3rd Course		1988	
	Vocabulary for Achievement, Course 3	Houghton Mifflin	1998	
	English Workshop; 3rd Course	Harcourt, Brace, Jovanovich		
	Grammar & Usage	McDougal Littell	1991	
English 2	Poetry, A Pocket Anthology	Penguin Academics	2002	2003
	The Compact Reader; 7th Edition	Bedford/St. Martin's	2003	2003
	Points of View: An Anthology of Short Stories	Penguin Books	1996	2003
	English: Writing and Skills; 4th Course	Winterowd	1988	
	English Grammar & Composition; Complete			
	English Workshop; 3rd Course (Eng. 2)	Harcourt, Brace, Jovanovich		
	Vocabulary for Achievement, 3rd or 4th Course	Houghton Mifflin		
	Grammar & Usage (Eng. 2)	MacDougal Littell	1991	
	The Word Within the Word, Vol. 1 (Eng. 2)	Royal Fireworks Press	2000	
	Writers, Inc. (Eng. 2)	Great Source		
English 3	The Word Within the Word, Vol. 2 (Eng 3)	Royal Fireworks Press	2000	2003
	MLA Handbook for Writers of Research Papers, 4th Ed.			
	United States in Literature			
	English Grammar & Composition (Eng. 3)			
	Writing for College	Great Source	1997	
	Adventures in American Literature	Harcourt Brace		
	Lively Art of Writing, The			
	Elements of Style (Eng. 3)			
	Little Brown Handbook, 6th Ed.	Harper Collins	1995	
	America in Literature		1982	
	Responding to Literature	McDougal Littell	1992	
	Vocabulary for Achievement, 4th, 5th, or 6th Course	Houghton Mifflin		
English 4	English Grammar & Composition (Eng. 4)			

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	Adventures in English Literature			
	The Word Within the Word, Vol. 2 (Eng 4)	Royal Fireworks Press	2000	2003
	English Workshop; 5th Course	Harcourt, Brace, Jovanovich		
	Writing for College (Eng. 4)	Great Source	1997	
	Norton Anthology of English Literature			
	Vocabulary for Achievement, 6th Course	Houghton Mifflin		
	England in Literature		1982	
	Transitions			
	Little Brown Handbook, 6th Ed.	Harper Collins	1995	
	Staircase to Writing and Reading			
	Practical Stylist, The			
	Elements of Style (Eng. 4)			
English 4 AP	Norton Anthology of English Literature (Eng. 4 AP)			
	Sound and Sense, 9th & 10th Editions			
English 4 Composition	English Workshop, 5th Course	Harcourt, Brace, Jovanovich		
Literacy, Inc. Program	Reading and Writing Sourcebook	Great Source	2001	

Math

Course Title	Book Title	Publisher	Published	Adopted
Algebra A	Algebra 1	Pearson-Prentice Hall	2007	2007
Algebra B	Algebra 1	Pearson-Prentice Hall	2007	2007
Algebra I	Algebra I	Pearson-Prentice Hall	2007	2007
Algebra II	Algebra II: Concepts, Skills, and Problem Solving	Glencoe/McGraw-Hill	2008	2008
Algebra II / Trigonometry	Algebra II: Concepts, Skills, and Problem Solving	Glencoe/McGraw-Hill	2008	2008
Algebra II / Trigonometry Honors	Algebra and Trigonometry, 5th Ed.	Houghton Mifflin	2001	2002
Calculus A/B AP	Calculus, Concepts and Applications	Key Curriculum Press	1998	
Calculus B/C AP	Calculus I, 8th Ed.	Houghton Mifflin	2006	2006
	Multivariable Calculus, 8th Ed. (Supplemental)	Houghton Mifflin	2006	2006

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	Calculus II, 8th Ed.	Houghton Mifflin	2006	2006
Geometry	Geometry	McDougal, Littell & Co.	2008	2007
	California Geometry	Prentice Hall	2008	2007
Geometry H	Geometry	McDougal Littell	2000	2005
Math Analysis	PreCalculus, Third Ed.	Pearson-Prentice Hall	2007	2008
Pre-Algebra	California Algebra Readiness	Pearson-Prentice Hall	2009	2007
Pre-Calculus	Pre-Calculus with Trigonometry: Concepts and Applications	Key Curriculum Press	2002	2002
Statistics	The Practice of Statistics	WH Freeman & Company	1999	2000

Physical Ed.

Course Title	Book Title	Publisher	Published	Adopted
Grade 9 PE/Health	Guide to Sexuality	Glencoe, McGraw-Hill	2005	
	Health & Wellness	Glencoe,McGraw-Hill	2005	

Science

Course Title	Book Title	Publisher	Published	Adopted
Biology	Biology: Exploring Life	Prentice Hall	2004	
Biology AP	Biology, 7th ed.		2004	
Biotechnology	Recombinant DNA and Biotechnology	ASM Press	1996	
	Recombinant DNA & Biotechnology: A Guide for Students, 2nd Ed.	Amer Society for Microbiology	2001	
	Biotechnology: Demystifying the Concept	Addison, Wesley, Longman, Inc.	2000	2000
Chemistry	World of Chemistry	McDougal Littel	2007	2008
Chemistry AP	Chemistry, 7th Ed.	McDougal Littell		
	Chemistry, Principles and Reactions, 4th Ed.	Harcourt Brace		2001
Environmental Science	Living in The Environment, 14th ed.	Thomson/Brooks/Cole	2005	2002
Geology	Earth Science; Geology, the Environment, and the Universe	Glencoe, McGraw-Hill	2002	2001
Oceanography	Oceanography; An Invitation to Marine Science, 4th Ed	BrooksCole/Thomson Learning	2002	2003
Physics	Physics	Holt, Rinehart & Winston	2002	2004

Physics AP	Fundamentals of Physics	John Wiley and Sons, Inc.	1997	
	College Physics, 4th Ed.	Saunders College Publishing	1995	
	Physics: Principles with Applications, 4th Ed. (Physics AP)	Pearson Prentice Hall	2005	
Physics H	Physics; Principles with Applications, 4th Ed.	Pearson Prentice Hall	2005	
Physiology	Human Anatomy and Physiology, 6th ed.	Pearson	2004	2005
	Essentials of Human Anatomy and Physiology, 8th ed.	Pearson	2006	2005

Social Science

Course Title	Book Title	Publisher	Published	Adopted
Comparative Government	Introduction to Comparative Politics, 2nd ed.	McDougall Littell		
Economics	Economics Concepts and Choices, California Ed.	Holt, Rinehart & Winston	2008	2008
European History AP	History of Western Society, 6th ed.	Houghton Mifflin	1999	
	Western Heritage, 7th ed.	Prentice Hall	2001	
Government	United States Government: Democracy in Action	Glencoe, McGraw-Hill	2000	1998
Government AP	American Government, 5th ed.	Heath	1992	
Human Geography AP	Human Geography in Action, 4th ed. (Supplemental)	John Wiley & Sons	2006	2006
	Cultural Landscape: An Introduction to Human Geography, 8th Ed.	Pearson Prentice Hall	2006	2006
Psychology	Psychology, 8th ed.	Worth Publishing	2006	
Psychology AP	Psychology, 8th ed. (Psych AP)	Worth Publishing	2006	
U.S. History	The Americans: Reconstruction Through the 21st Century	McDougal Littell	2006	2005
U.S. History AP	A People & A Nation, 7th Ed.	Houghton Mifflin	2005	2004
	American Pageant, 13th Ed.	Houghton Mifflin	1994	
World History	Modern World History: Patterns of Interaction (California Edition)	McDougal Littell	2006	2005
	World History: Patterns of Interaction (National Edition)	McDougal Littell	2006	2005

World Languages

Course Title	Book Title	Publisher	Published	Adopted
French 1	Bon Voyage, Level 1	Glencoe	2002	2003
French 2	Bon Voyage, Level 2	Glencoe	2002	2003
French 3	Le Papillon			
	Les Jeax Sout Fait			
	Bon Voyage, Level 3	Glencoe	2005	2004
	Le Petit Prince			
	L'Etranger			
	Candide			
French 4 H	Candide (Fr. 4 H)			
	Le Papillon (Fr. 4 H)			
	Le Petit Nicholas			
	Les Jeax Sout Fait (Fr. 4 H)			
	Le Petit Prince (Fr. 4 H)			
	L' Etranger (Fr. 4 H)			
	C'est Comme Ca		1989	1997
	Reprise	McGraw Hill	1984	
	Classiques Larousse: Le Bourgeois Gentilhomme			
	Troisieme Livre	Amsco Publishing		
	Une Fois Pour Toutes, 2nd Ed.			
	Graded French Reader		1992	1997
	Triangle	Dermay & Smith Wayside Publishing	2000	
French 5 AP	L' Enfant Noir			
	L' Etranger (Fr. 5 AP)			
	Rhinoceros			

	Huis Clos			
	AP French Guide	Prentice Hall		
	Triangle (Fr. 5 AP)	Dermay & Smith Wayside Publishing	2000	1990
	Vision et Revisions		1983	1997
	Le Lion			
German 1	Auf Deutsch, Level 1	McDougal Littell	2001	2003
German 2	Auf Deutsch, Level 2	McDougal Littell		
German 3	Auf Deutsch, Level 3	McDougal Littell	2001	2004
German 4/5	Mal Ernst, Mal Heiter	Harcourt, Brace, Jovanovich	1985	1979
Japanese 1	Adventures in Japanese, Level 1	Cheung & Tsui, Co.		2005
Japanese 2	Adventures in Japanese, Level 2	Cheung & Tsui, Co.		2005
Japanese 3	Adventures in Japanese, Level 3	Cheung & Tsui, Co.		2005
Japanese 4	Adventures in Japanese, Level 4	Cheung & Tsui, Co.		2005
Latin 1	Latin for Americans, Level 1	Glencoe, McGraw-Hill	2003	2003
Latin 2	Latin for Americans, Book 2 (Latin 2)		2003	2003
	Latin for Americans, Book 1 (Latin 2)	Glencoe, McGraw-Hill	2003	2003
Latin 3	Review Text in Latin Three & Four Years	Northwest Textbook Depository	1981	2003
	Latin for Americans, Book 2 (Latin 3)	Glencoe, McGraw-Hill	2003	2003
Latin 4	Review Text in Latin Three & Four Years (Latin 4)	Northwest Textbook Depository		2003
	Our Latin Heritage 4	Harcourt Brace		1973
Mandarin 1	NiHao 1, Chinese Language Course, Level 1		2002	2007
Mandarin 2	NiHao 2, Chinese Language Course, Level 2		2002	2007
Mandarin 3	NiHao 3, Chinese Language Course, Level 3		2002	2008
Mandarin 4	NiHao 4, Chinese Language Course, Level 4		2002	2009
Spanish 1	Realidades, Level 1	Prentice Hall	2004	2003
Spanish 2	Realidades, Level 2	Prentice Hall	2004	2003
Spanish 3	Realidades, Level 3	Prentice Hall	2004	2003

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Spanish 4 H	Galeria de Arte y Vida	Glencoe	2007	
	Charlemos un Poco, 3rd ed.		1995	
	Caminos Peligrosos	EMC Paradigm	2001	
	En Marcha	Prentice Hall	2001	
Spanish 5 AP	Abriendo Puertas, Tomo 1 & 2	McDougal Littell		
	Composicion	Random House	1987	
	Horizontes Gramaticales	Harper & Row	1984	
	AP Spanish Guide	Prentice Hall		
	Tesoro Literario	Glencoe	1997	
	Una Vez Mas	Longman	1993	
	Abriendo Paso Gramatica	Heinle & Heinle	2000	
Spanish for Spanish Speakers	El Espanol para Nosotros, Book 1	Glencoe, McGraw-Hill	2006	2005
Spanish for Spanish Speakers	El Espanol para Nosotros, Book 2	Glencoe, McGraw-Hill	2006	2005
Spanish Literature AP	Antologia		2001	

Deadline for submission is Wednesday, November 3rd
Submit to Ms. Wondolowski's box in the main office
Questions, see Mr. Campbell or Ms. Wondolowski

Poster Specifics:

- Size of posters will be between 18"x24" and 24"x36"
- You can create a poster that is that size or we can "blow up" the one you submit to make it that size
- Posters will be printed in color
- Should be easy to read and capture people's attention
- Must include ALL the information below (featured prominently)
- It is suggested that you design the background and/or border and then include the required information on top of that
- May be done on a computer or hand-drawn
- Be creative!

Las Lomas High School

Critical Academic Needs

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 (English, Math, Science and Social Studies) to help close the achievement gap.
3. Address motivation and performance among ALL student achievement levels in core, academic and elective courses.

Expected School-wide Learning Results

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

1. Be responsible individuals who:
    - assume responsibility for their own behavior and meet school expectations
    - learn and apply effective study skills
    - exhibit habits of socially responsible citizens
    - value diversity and tolerance
    - make healthy lifestyle choices
    - establish and accomplish goals individually
2. Acquire common core of academic and career/technical knowledge
    - meet or exceed Acalanes Union High School District content and skill standards
3. Demonstrate complex thinking skills
    - apply, analyze, synthesize and evaluate
    - demonstrate problem solving, decision-making and confliction resolution
    - integrate knowledge across the disciplines
    - acquire skills necessary to demonstrate technological competency
4. Communicate effectively
    - demonstrate effective speaking, writing, listening and technological skills
    - read for understanding
    - work effectively in groups taking on various roles

Las Lomas High School

What all students should know, understand and be able to do upon graduation

Be responsible individuals who:

- assume responsibility for their own behavior and meet school expectations
- learn and apply effective study skills
- exhibit habits of socially responsible citizens
- value diversity and tolerance
- make healthy lifestyle choices
- establish and accomplish goals individually

Demonstrate complex thinking skills:

- apply, analyze, synthesize and evaluate
- demonstrate problem solving, decision-making and confliction resolution
- integrate knowledge across the disciplines
- acquire skills necessary to demonstrate technological competency

ESLRS

Acquire core academic and career/technical knowledge

- meet or exceed Acalanes Union High School District content and skill standards

Communicate effectively:

- demonstrate effective speaking,writing, listening and technological skills
- read for understanding
- work effectively in groups taking on various roles

Expected School-wide Learning Results

HOME OF THE KNIGHTS