Las Lomas High School

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Acalanes Union High School District
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School Description

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

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

Las Lomas received the Gold Ribbon Award from the California Department of Education in 2014 for its professional development program assisting teachers in the transition to the new California state standards. While many students at Las Lomas demonstrate academic proficiency, our staff share a concern for underachieving students.

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

About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	377
Grade 10	394
Grade 11	398
Grade 12	359
Total Enrollment	1,528

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	11.9
Filipino	3.9
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.3
White	66.3
Two or More Races	3.2
Socioeconomically Disadvantaged	9.6
English Learners	4.4
Students with Disabilities	9.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Las Lomas High School	**14-15**	**15-16**	**16-17**
With Full Credential	83	84	79
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Acalanes Union High School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	281
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Las Lomas High School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
Textbooks used by Acalanes Union High School District are based on current California content standards.

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

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Edge Adopted 2007 High Point (Level 1) Adopted 2007 Impact, 50 Short Stories; 2nd Ed. Adopted 2003 Poetry, A Pocket Anthology Adopted 2003 Poets Adopted 2003 Points of View: An Anthology of Short Stories Adopted 2003 Short Prose Reader; 3rd Ed. Adopted 2003 Talking Back/Poems, A Working Guide/Aspiring Poets Adopted 2003 The Compact Reader; 7th Ed. Adopted 2003 The Word Within the Word, Vol. 1 Adopted 2003 The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 3) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

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

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Human Geography in Action, 4th ed. (Supplemental) Adopted 2006 Modern World Hist.: Patterns/Interaction California Ed. Adopted 2005 Psychology, 8th Ed. Adopted 2006 Psychology, 8th ed. (Psych AP) Adopted 2006 The Americans: Reconstruction Through/21st Century Adopted 2005 United States Government: Democracy in Action Adopted 1998 World History: Patterns of Interaction (National Edition) Adopted 2005 Economics Concepts and Choices, California Ed. Adopted 2008 A People & A Nation, 7th Ed. Adopted 2004 Cultural Landscape: An Intro. to Human Geography Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Adventures in Japanese, Levels 1-4 Adopted 2005 French: D"accord!, Levels 1-3 Adopted 2016 El Espanol para Nosotros, Books 1 & 2 Adopted 2005 Latin for Americans, Level 1 Adopted 2003 Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3) Adopted 2003 NiHao 1, Chinese Language Course, Introductory, Level III & IV Adopted 2004 Realidades, Levels 1-3 Adopted 2003 Imagina Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Health	Guide to Sexuality Adopted 2005 Health & Wellness Adopted 2005 Diversified Health Occupations, 7th Edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Funding from the Measure E bond has improved facilities and campus technology. This includes renovation of parts of the plumbing systems, replacement of some campus roofing, the addition of new student restrooms and the expansion of several teaching facilities including the 3D Art room and the Culinary Arts room. The pedestrian bridge was replaced from S. Main Street onto the campus in the fall of 2013. An "Extron" technology system which includes ceiling mounted projectors, integrated microphone and speaker systems, and the capability to run document cameras, iPads, iTouches, iPods, laptops and other portable devices through the projection/sound system is now in place in each classroom/lab.

Energy efficient lamps and ballasts have been installed. A new Energy Management System, Delta was installed to provide effective controls in managing our heating, ventilation and air conditioning as well as controlling exterior lighting. New metered water faucets have been installed to conserve water usage. Solar Photovoltaic is being installed and will be complete December 2016. Thermal solar for our pool is being installed with completion expected January 2017. The stadium synthetic turf and track surfaces have been replaced. The softball outfield synthetic turf has been replaced. A new wet science classroom building has been constructed with instruction beginning November 2016.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/21/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/21/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	88	71	85	83	44	48
Math	64	55	70	69	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	86	77	77	87	85	84	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	23.2	27.6	33.5

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

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

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

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	11	385	342	88.8	70.9
Male	11	182	169	92.9	62.6
Female	11	203	173	85.2	79.0
Asian	11	49	46	93.9	67.4
Filipino	11	18	18	100.0	64.7
Hispanic or Latino	11	29	28	96.5	53.9
White	11	270	233	86.3	75.8
Socioeconomically Disadvantaged	11	37	35	94.6	51.5
English Learners	11	12	11	91.7	
Students with Disabilities	11	37	29	78.4	25.9

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	385	342	88.8	54.4
Male	11	182	168	92.3	56.0
Female	11	203	174	85.7	52.7
Asian	11	49	47	95.9	57.5
Filipino	11	18	17	94.4	47.1
Hispanic or Latino	11	29	28	96.5	32.1
White	11	270	233	86.3	58.9
Socioeconomically Disadvantaged	11	37	34	91.9	27.3
English Learners	11	12	12	100.0	16.7
Students with Disabilities	11	37	28	75.7	3.9

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2016-17)
Las Lomas partners with parents for the betterment of the school. Parents volunteer on a variety of school communities and school based programs. We have started a partnership with Rossmore, a retirement community and encouraged their involvement with volunteer opportunities. As part of the Walnut Creek Education Foundation, WCEF raises around $225,00 annually to supplement the district budget to enhance our academic program.

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

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

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

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

Las Lomas participates in the Safe Schools Ambassadors program. Facilitated by staff, scores of students have been trained to intervene during student-to-student conflicts and to mediate disputes. This program has empowered our students as well as significantly 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 approve by the school board last year.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	2.3	1.2	2.0
Expulsions Rate	0.3	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.9	1.7	2.0
Expulsions Rate	0.1	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	3.0
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	0.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	305.6

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	27	25	25	11	17	17	55	51	51	2	1	1
Mathematics	27	27	27	10	14	14	36	31	31	9	9	9
Science	29	28	28	2	2	2	37	41	41	2	2	2
Social Science	28	27	27	6	8	8	44	45	45	4	1	1

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

Professional Development provided for Teachers

Professional Development (Most Recent Three Years)

Acalanes Union High School District has focused on a participatory, inclusive model of professional development driven by choice and appreciated by teachers and administrators alike. With an active District Staff Development committee comprised of teachers and administrators and with school instructional councils and staff development committees on the sites, a variety of professional development opportunities have been implemented at the district and site levels. Professional development opportunities in AUHSD include:

- District and site based Professional Development days (2 full days per year)
- Summer Institute (3 days)

- District and site based collaborative curricular release days
- Wednesday morning site based meetings
- Districtwide optional Professional Development days
- Districtwide after school curricular projects
- Work with Technology Coordinators and Instructional Coaches
- Attendance at conferences and workshops
- Relevant training related to new standards and curriculum

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

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

Learning Theory
- Science behind student learning
- Effective instructional strategies

Student Engagement
- Innovative practices
- Technology infusion
- Project Based Learning

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

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,224	$46,184
Mid-Range Teacher Salary	$74,048	$75,179
Highest Teacher Salary	$94,793	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		$124,243
Average Principal Salary (HS)	$136,287	$137,939
Superintendent Salary	$222,641	$217,637
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$11,898	$3,085	$8,813	$82,368
District	♦	♦	$8,912	$83,506
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			-1.1	-1.4
Percent Difference: School Site/ State			55.2	5.8

* Cells with ♦ do not require data.

Types of Services Funded

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

Our PTSA provides critical support for our Safe School Ambassador Program. SSA trains student leaders to intervene within peer groups to reduce the number of incidents of bullying. The PTSA also provides supplemental support for our Visual and Performing Arts and Career Tech Ed departments in terms of additional funding to purchase supplies that enhance the student experience in these two departments.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Las Lomas High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	0.50	2.00	1.40
Graduation Rate	97.30	96.28	96.92
Acalanes Union High School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	0.60	0.80	1.00
Graduation Rate	98.07	97.76	97.04
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	702
% of pupils completing a CTE program and earning a high school diploma	39%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.96
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	65.9

*   Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	1	♦
Fine and Performing Arts	2	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	4	♦
All courses	14	31

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	94	97	86
Black or African American	86	93	78
American Indian or Alaska Native	100	100	78
Asian	90	98	93
Filipino	100	100	93
Hispanic or Latino	86	95	83
Native Hawaiian/Pacific Islander	100	100	85
White	96	97	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	70	74	54
Students with Disabilities	91	97	78

Career Technical Education Programs

Las Lomas offers courses intended to help students prepare for the workforce. These Career Technical Education (CTE) courses, formerly known as Vocational Education, are open to all students and include instruction in:
Architectural & Structural Engineering
Cabinet Making & Wood Working Products
Computer/Repair/Hardware, Electrical, & Networking Engineering
Engineering Design and Robotics
Food Service & Hospitality
Information on Technology
Vehicle Maintenance, Service & Repair
Forensic Science
Medical Technologies
Sports Medicine
Culinary Arts
International Cuisine Culinary Arts

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

Our career technical teachers prepare and train our students for the vocational skills necessary for our students to enter the workforce associated with their skills gained at Las Lomas. In addition, our
career technical teachers work well with our special education resource teachers to provide a structured and supportive environment so our students with unique needs are accommodated and
supported in their learning.

Every year, ROP and classes that receive funding from the Carl Perkins Grant conduct a student survey. The outcomes from the survey are reviewed and future class offerings based on effectiveness is calibrated each year.

DataQuest

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

Internet Access

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