LAS LOMAS HIGH SCHOOL

ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT

1460 S Main St,

Walnut Creek, CA 94596

April 28, 2020

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: Student/Community Profile Data

Las Lomas High School is located in downtown Walnut Creek, California, a city of 69,773 (2017, U.S. Census Bureau) located east of Oakland, California. Ethnically, Walnut Creek is predominantly white (70.2%), with significant Asian (14.7%) and Hispanic (9.17%) populations. The median household income for the city is $86,845 (2017, U.S. Census Bureau). Citizens of Walnut Creek are well-educated: 97.4% have at least a high school diploma; and 65.5% have at least a Bachelor's degree.

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

Like the PTSA, the PAF also makes significant contributions to campus. The foundation provides music and theater arts teachers with physical and monetary assistance in many areas, including hiring professional coaches and specialists to conduct clinics, providing scholarships for music and performance tours, repairing and maintaining equipment, providing event publicity and venue preparation, and planning and coordinating field trips and receptions. Additionally, the PAF recognizes and rewards outstanding students for musical and theatrical achievements with scholarships. The Athletic Boosters organization helps maintain strong athletic programs through annual fundraising efforts that support ongoing expenses and capital improvements. In 2015-2016, they fundraised for and donated time and expertise for the installation of a new scoreboard for the stadium.

The City of Walnut Creek is an active partner with Las Lomas. Annually, the city provides a $20,000 grant to partially fund the Wellness Center Coordinator (formerly the Mental Health Intervention Specialist) position. In 2014, the City of Walnut Creek and the Walnut Creek Police Department added two School Resource Officer (SRO) positions, one for each of the two comprehensive high schools in the city. The role of the SRO is to ensure campus safety and promote positive relationships between students and police. Officer Nicole Rosenbusch has served as Las Lomas' SRO since 2018. She acts as a visible, active law enforcement figure on campus dealing with any law-related issues. She also gives presentations on a variety of topics to educate students, parents and staff about pertinent issues such as drug use and social

media. In addition, she works with the partner elementary and middle schools and, as such, is able to provide continuity to the students.

Local businesses are involved with Las Lomas as well. Whole Foods and Pan Coast Pizzeria, Las Lomas' next-door neighbors, are regularly frequented by both students and staff members. Many restaurants and retail stores in Walnut Creek also provide coupons and items for fundraising events, and provide financial support for Publications and Journalism through advertisements. Because Las Lomas is located near downtown Walnut Creek, there are many interactions between our students and the community. The foundations, primarily the Walnut Creek Education Foundation (WCEF) , serve as the primary link between Las Lomas and the Walnut Creek business community.

The Las Lomas staff is comprised of 86 full-time certificated staff and **13** classified staff, including 3.6 administrators, 4.8 full-time academic counselors (345 students/counselor), a full-time school psychologist, a 0.6 FTE nurse and a .8 FTE Mental Health Intervention Specialist. Nearly 75% of staff have worked professionally in their current field for more than a decade, bringing a wealth of knowledge and experience to Las Lomas. More than half of the staff has been at Las Lomas for 7 or more years. This consistency provides significant stability for students and programs.

Administration at Las Lomas High School is led by an administrative team that includes Principal Tiffany Benson and 2.6 FTE Associate Principals. Ms. Tiffany Benson was brought on as the Las Lomas principal in 2017, the academic year following the last WASC 6-year accreditation. Associate Principal David Granzotto has served on the administration since 2016, and after teaching science at Las Lomas for six years, Amy Geotina was promoted to Associate Principal in the Fall of 2017. Bruce Giron, a ten-year veteran teacher, rounds out the administrative team in his second academic year as the .6 FTE Associate Principal. All four administrators were full-time teachers before entering administration, representing classroom experience in English, Social Studies, Science and Special Education.

District   Mission   and   Priorities

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

Currently, the district has 6 goals outlined in the LCAP:

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

Within these goals, there are numerous identified needs. As the district is small (4 comprehensive high schools and one alternative high school), all needs apply to all schools, including Las Lomas.

Las Lomas Mission Schoolwide Learner Outcomes

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

Schoolwide Learner Outcomes

Upon graduation from Las Lomas High School, all students will be able to:

1. Be responsible individuals who:
   - Take ownership for their own behavior and meet school expectations
   - Learn and apply effective study skills
   - Value diversity and equity
   - Make healthy lifestyle choices
   - Establish and accomplish student-centered goals
   - Encourage and develop self-advocacy skills

2. Acquire common core of academic and career/technical knowledge:
   - Meet or exceed Acalanes Union High School District content and skill standards
   - Develop skills necessary to demonstrate technological competency
   - Develop creative expression through art

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

4. Communicate effectively:
    ○ Demonstrate concise speaking and writing
    ○ Read for understanding
    ○ Actively listen
    ○ Work effectively in collaborative groups

Student Demographics

The year in and year out student enrollment at Las Lomas High School generally is between 1500 and 1700 students with each of the grade levels having approximately 400 students. Las Lomas High School aspires to maintain a high graduation rate, which currently is greater than 95% with a 95% average of seniors who continue on to college. In 2019, 58% of seniors went to a four year college and 38% went to a two year college. With an increasingly diverse student body, the student demographics of Las Lomas reflect the demographics of the community. 9.9% of the Las Lomas students have been diagnosed with a learning disability and have an implemented Individual Education Plan (IEP). The Special Education program at Las Lomas consists of Learning Skills classes where students work towards achieving specified academic and behavioral goals as indicated in their individualized education plans (IEP). With this, students at Las Lomas with an IEP are enrolled in a least restrictive environment. Approximately 4% of Las Lomas students are English Language Learners and 4.2% of students classify as socioeconomically disadvantaged.

Group	Percent of Total Enrollment
Black or African American	2.6
Asian	12.9
Filipino	3.4
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0
White	61.2
Two or More Races	4.8
Socioeconomically Disadvantaged	12.5
English Learners	4.2

Students with Disabilities	16.3
Homeless	0.12

Enrollment Trends

The following are Las Lomas High School's enrollment trends from 2014 through 2019.

Year	Enrollment	Year	Enrollment
2014	1503	**2017**	1552
2015	1495	**2018**	1596
2016	1517	**2019**	1626

Enrollment Data

Las Lomas High School is a comprehensive public high school of 1626 students. Following is the 2019-2020 population breakdown by grade level.

Grade	Number of Students
9th	409
10th	422
11th	408
12th	387
Total	**1626**

Staff Data

One goal of the Acalanes Union High School District is to recruit and retain high quality staff. Below is a breakdown of teaching staff credentialing.

Teacher Credentials	17-18	18-19	19-20
With Full Credential	85	82	85

Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	1	0	0

Academic Curriculum

Graduation Requirements

Students must complete 240 credits in order to graduate. 1 semester = 5 credits.

English	40 credits
Mathematics (Algebra I plus 1 year)	30 credits
Biological Science	10 credits
Physical Science	10 credits
Physical Education	20 credits
World History, Geography & Culture	10 credits
U.S. History	10 credits
U.S. Government & Economics	10 credits
Foreign Language or Career Tech	20 credits
Visual or Performing art	10 credits
Human and Social Development	5 credits
Electives	65 credits

Achievement Data

Dropout & Graduation Rate			
Rate	2015-2016	2016-2017	2017-2018
Dropout Rate	0	.5	1.3
Graduation Rate	99.7	98.1	97.9

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent

2018-2019 Students Enrolled in Courses Required for UC/CSU Admission	99.94
2017-2018 Graduates Who Completed All Courses Required for UC/CSU Admission	67.74

College and University Attendance - Class of 2019 | ### Graduates	
Measurement	Percent
Going to College	
Attending a Four Year College	
Attending a Two Year College	
Attending a UC	
Attending a CSU	
Attending a California Private College	
Attending an Out-of-State College	
Other	

SAT Mean Scores			
	Class of 2017	Class of 2018	Class of 2019
ERW	632	610	612
Math	620	612	620
ACT Mean Scores			
	Class of 2017	Class of 2018	Class of 2019

English	26.9	26.4	
Math	26.2	25.5	
Reading	27.3	26.4	
Science	25.7	24.9	
Composite	26.6	25.9	

2018-2019 CAASPP Assessment Results - English Language Arts				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	393	386	98.21%	80%
Male	215	212	98.60%	73.11%
Female	178	173	97.19%	88.44%
Black or African American	11	11	100%	45.45%
Asian	61	59	96.72%	86.21%
Hispanic or Latino	49	47	95.92%	59.57%
White	241	239	99.17%	83.68%
Two or More Races	11	10	90.90%	-
Socioeconomically Disadvantaged	61	58	95.10%	63.79%
English Learners	8	6	75%	-
Students with Disabilities	42	40	95.24%	35%

ELA Trends: CAASPP Data 2015-2019

ELA Met or Exceeded Standard vs. Year
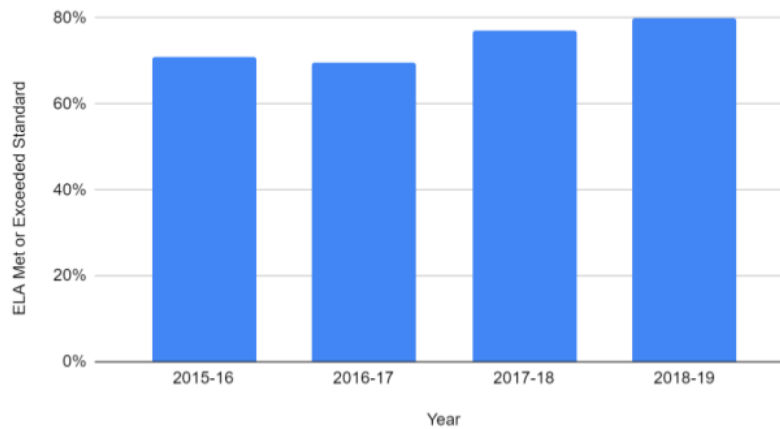
2018-2019 CAASPP Assessment Results - Math				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	393	375	95.41%	58.13%
Male	215	205	95.35%	53.66%
Female	178	170	95.51%	63.53%
Black or African American	11	10	90.90%	-
Asian	61	58	95.08%	79.31%
Hispanic or Latino	49	43	87.76%	39.54%
White	241	234	97.10%	59.40%
Two or More Races	110	10	90.90%	-
Socioeconomically Disadvantaged	61	54	88.52%	33.34%
English Learners	8	6	75%	-
Students with Disabilities	42	38	90.48%	5.26%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer because the number of students in this category is too small for statistical accuracy or to protect student privacy.
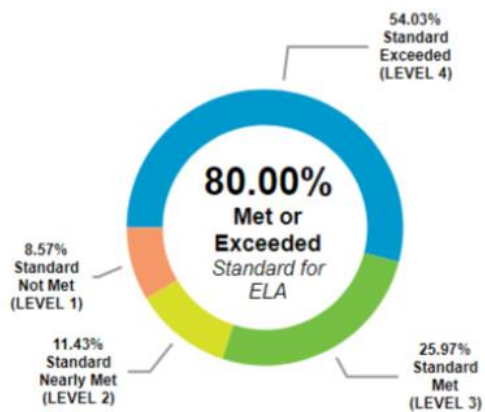
Math Trends: CAASPP Data 2015-2019

Math Met or Exceeded Standard vs. Year
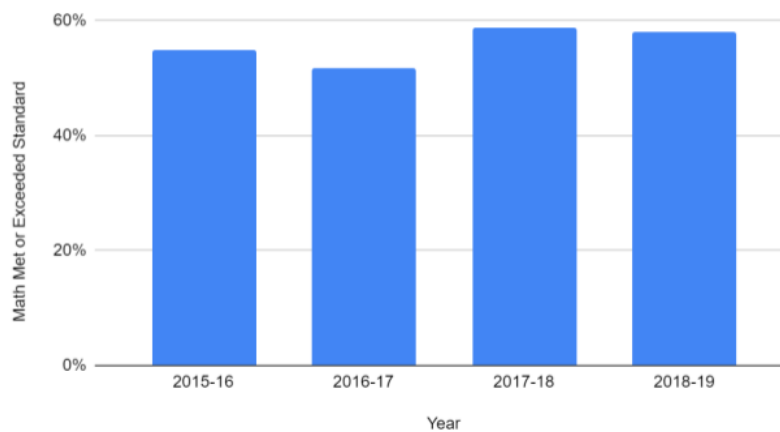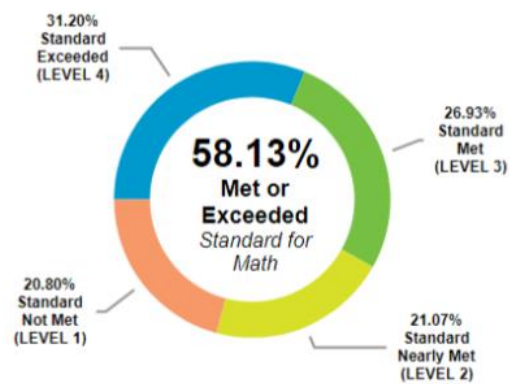

Las Lomas Current Senior class

ELA

Percent of students within each achievement level

54.03% Standard Exceeded (LEVEL 4)

80.00% Met or Exceeded *Standard for ELA*

8.57% Standard Not Met (LEVEL 1)

11.43% Standard Nearly Met (LEVEL 2)

25.97% Standard Met (LEVEL 3)

Mathematics

Percent of students within each achievement level

31.20% Standard Exceeded (LEVEL 4)

26.93% Standard Met (LEVEL 3)

58.13% Met or Exceeded *Standard for Math*

20.80% Standard Not Met (LEVEL 1)

21.07% Standard Nearly Met (LEVEL 2)

II: Significant Changes and Developments

New School Day Schedule

Since the last WASC visit, Acalanes Union High School District has implemented a new school day schedule transition from a standard/traditional bell schedule to a 90 minute block schedule with an embedded Academy period for intervention. This schedule allows for three late start days for students providing the staff with a common prep period on Mondays, mandatory collaboration time on Friday, and midweek staff meetings or professional development opportunities. Students can also utilize the Academy period twice a week to receive help in classes, ask questions about assignments, or work on assignments both individually or collaboratively. Anecdotally it is reported that students, staff, and parents note a decrease in stress and data shows an increase in the average number of hours students sleep.

A copy of the new schedule can be found on the following page.

Bell Schedule

Monday
- 1st Period 8:35-9:20
- 9:20-9:25 Passing
- 2nd Period 9:25-10:10
- 10:10-10:15 Passing
- 3rd Period 10:15-11:00
- 11:00-11:10 Brunch
- 11:10-11:15 Passing
- 4th Period 11:15-12:00
- 12:00-12:05 Passing
- 5th Period 12:05-12:50
- 12:50-1:25 Lunch
- 1:25-1:30 Passing
- 6th Period 1:30-2:15
- 2:15-2:20 Passing
- 7th Period 2:20-3:05

Tuesday
- 1st Period 8:00-9:30
- 9:30-9:40 Passing
- 2nd Period 9:40-11:10
- 11:10-11:15 Brunch
- 11:15-11:25 Passing
- 3rd Period 11:25-12:55
- 12:55-1:25 Lunch
- 1:25-1:35 Passing
- 7th Period 1:35-3:05

Wednesday
- Staff/Collaboration 7:30-8:30
- 8:30-8:35 Passing
- 4th Period 8:35-10:05
- 10:05-10:15 Passing
- Academy 10:15-11:10
- 11:10-11:15 Brunch
- 11:15-11:25 Passing
- 5th Period 11:25-12:55
- 12:55-1:25 Lunch
- 1:25-1:35 Passing
- 6th Period 1:35-3:05

Thursday
- 1st Period 8:00-9:30
- 9:30-9:40 Passing
- 2nd Period 9:40-11:10
- 11:10-11:15 Brunch
- 11:15-11:25 Passing
- 3rd Period 11:25-12:55
- 12:55-1:25 Lunch
- 1:25-1:35 Passing
- 7th Period 1:35-3:05

Friday
- Staff/Collaboration 7:30-8:30
- 8:30-8:35 Passing
- 4th Period 8:35-10:05
- 10:05-10:15 Passing
- Academy 10:15-11:10
- 11:10-11:15 Brunch
- 11:15-11:25 Passing
- 5th Period 11:25-12:55
- 12:55-1:25 Lunch
- 1:25-1:35 Passing
- 6th Period 1:35-3:05

Academy

Academy is a 55 minute period twice a week designed to provide targeted Tier II intervention for students. Las Lomas utilizes a system called "Teach More" to track student attendance. Students are required to sign up for Academy sessions prior to being signed in. We have two school-wide intervention academies that are available to students: Knights Academy and Math Castle, along with a new, piloted Chemistry Intervention Academy.

Knights Academy Knights Academy is a peer tutoring program designed to help target struggling freshmen. The program began in the 2018-19 school year and has continued to grow in the 2019-20 year. The program has focused on targeting freshmen in an effort to address study skills and organizational habits that students will be able to carry with them for the remainder of their high school careers. The peer tutoring occurs during Academy every Wednesday and Friday. Peer tutors were selected based on teacher recommendations. Each peer tutor commits to working with the freshmen twice a month. Tutors work on navigating School Loop

to identify missing or upcoming assignments, completing work, studying for assessments, and reviewing challenging material. Tutors are able to provide Tier II interventions allowing teachers to focus on Tier III interventions with the most struggling students.

Freshmen tagged to Knights Academy have at least one D or F in a core academic subject. They are tagged to Knights Academy if they have not been tagged to one of their academic teachers for that academy. We have seen a decrease in missing assignments and improved study habits from our targeted freshmen. Chemistry Intervention Academy is held in the same space as the Knights Academy with students tagged in a similar way, but it is open to all Chemistry students regardless of grade level.

Math Castle: The math department wanted to implement a systemic intervention to support struggling math students, so the math TOSA has used grade data and teacher recommendations to organize twice monthly special targeted math academies. In these academies, students are grouped in twos or threes into subject-like groups and paired with either a math teacher or a peer tutor. Students then have small group work on filling in any gaps in their math knowledge from current or past material. These sessions are targeted to help Las Lomas' EL population and students with D's or F's in their math classes that are attending school with priority given to sophomores, juniors, and seniors since Freshmen are receiving help in Knight's Academy. Students feel much more confident in their math skills after some individualized attention that focuses on their needs and allows them the time and freedom to ask as many questions as needed. This program only began a few months ago so there is not enough data to say if it has been effective yet, but anecdotally students and teachers both share positive reports and ask to return.

Frosh Seminar

Educational Services department in collaboration with a teacher committee wrote the district wide curriculum to focus on helping 9th grade students transition to high school and included topics such as digital citizenship, learning and organizational skills, decision making skills, etc. That committee created 10 lessons to be taught over 10 Academy sessions called "Frosh Seminars" during the first semester of the 2017-2018 school year.

These sessions take place during Academy within the first semester. We believe this to be an important connection opportunity for our students that is in line with our critical learner goals.

Technology

Since the last full WASC Self Study, Las Lomas HS has implemented a Google Account for Education platform for all students and staff. This provides access for all students to utilize Google Apps such as Google Docs and Google Slides to increase engagement and student

collaboration. Acalanes still utilizes School Loop for all students, faculty and parents as the primary way to communicate about assignments and grades. School Loop replaced the former Blackboard program and allows the students to keep track of their assignments and grades. By logging into their personal School Loop portals, students are able to access their digital locker, course sites, course calendars and their progress reports.

Additionally, in the last three years, Las Lomas has transitioned to a schoolwide 1:1 device initiative for all 9th graders, all English Language Learners and Special Education students as needed. This is 1 Chromebook for every 1 student. Las Lomas still has access to iPad and Laptop carts to augment learning and engagement, but we are finding that students primarily use their Chromebooks for their device of choice. This is especially more useful being a on our Google Account for Education platform. Students are using Chromebooks to read, take notes, annotate texts and other documents, create and collaborate. We are working to transition to 1:1 for all students, and are currently piloting this program in various classes throughout the grade levels and disciplines.

Increased Collaboration Time / PLC

During the past three years, Las Lomas has made huge strides toward becoming a true Professional Learning Community (PLC). With the revised school day schedule, certificated staff have an additional hour a week to meet in collaboration teams that are typically structured around subject and grade level cohorts. Each team is focused on the four essential questions of the PLC process:

1) What do we want students to know (Identifying essential standards and skills)
2) How do we know they learned it (Building common assessments and aligning grading practices)
3) What do we do if they don't know it (Identifying the required elements of intervention for those students)
4) What do we do if they do know it (Working to build an appropriate sequence of course alignment or enrichment beyond essential standards)

Faculty members have attended various PLC conferences and much of the staff meeting time is spent on the development as a PLC with the mantra "All students learn at high levels.'' All departments are utilizing common assessments to varying degrees to assess their students and ensure common skills being taught in the classrooms. Illuminate Data Software is used to collect common assessment results and provide data to the teachers. Teachers work in department and collaboration teams to structure Academy sessions in order to provide effective intervention to students.

Wellness Center

Beginning in the 2017-18 school year, AUHSD piloted the Wellness program, which was designed to better support students' social-emotional needs. The initiative came about in response to the increase in students self-reporting high levels of stress and anxiety/depression. Las Lomas was chosen to be the first school in the district to create a Wellness Center on campus due to our high levels of self-reporting stress and increasing incidents of self-harm and

suicidal ideation.. The Wellness Center is centrally located, between the attendance office and counseling. They provide a variety of services to students, including individual counseling, groups and a quiet place to refocus when students are suffering from acute stress. The Wellness Center is run by an on-site coordinator and is staffed by an intake specialist. Interns had previously been provided by partner organizations, such as Bay Area Community Resources (BACR), but this year AUHSD has created their own system for intern training and partners with local universities and organizations to train and supervise mental health interns.

Wellness Center staff regularly consult with: academic counseling; school psychologist; special education department; teachers and administrators. In its first year of operation, the Center saw 479 students individually over 1862 visits, which represents 31% of Las Lomas students. Wellness staff reaches more students via visits to classrooms for presentations on a variety of subjects including: stress; mental health; and the science of mindfulness. Wellness staff also provides teacher training on suicide awareness and school climate. They have also led parent education presentations focusing on these topics, along with stress and anxiety.

Adjusted School Year Calendar

During the 2017-2018 school year, Las Lomas Union High School District initiated a task force to consider alternate options for a school year calendar.The task force consisted of AUHSD staff, students, parents, and staff from the feeder K-8 districts, who met on multiple occasions to discuss the strengths and challenges of changing the school calendar year. This task force identified priorities and values around a school year calendar and a vote was made to adjust the calendar to start earlier. This allowed for the first semester finals to be administered before winter break for a "true break". It also created more time for AP classes to provide instruction before the spring AP exam dates.

The committee reviewed school calendars from surrounding districts to gather examples and discuss the pros and cons of each schedule. At the end of the process a proposal was sent to the school board for approval. The 2019-2020 school year is the first year under the new schedule, school began on August 13th, 2019 and will end on May 29th, 2020.

Revised Homework Policy

The district Homework Policy and Administrative Regulations (Board Policy 6154) underwent a lengthy revision process during the 2018-2019 school year and the revised policy went into effect during the 2019-2020 school year. The policy revisions cover a variety of areas that include:
> *Communication of homework*
> *Homework deadlines*
> *Parity in homework assignments*

Time limitations
Homework assigned during school breaks

Revisions to the policy have been reviewed by the staff, parents, and students. There have been student feedback sessions regarding this policy during Academy period, which included district personnel. Parents have learned of this policy shift in after-school meetings, PTSA and SSC presentations and email communication.

The full policy can be viewed online here:

https://www.acalanes.k12.ca.us/cms/lib/CA01001364/Centricity/Domain/1/6154_AR_%20Homework_Makeup_Work.pdf

New Teacher Mentor Program

The New Teacher Mentor program was designed to be a service beyond informing new staff members about the location of the best restrooms and how to make photocopies. Because intervention and collaboration are at the center of the work teachers do at Las Lomas, there is a focus on getting teachers connected with veteran members of their department so that they can figure out what to teach and how to teach, without having to do so in isolation. New teacher meetings are focused on intervention. Teachers share strategies that have worked with some of their most struggling and gotten feedback about what they could try differently.

At the beginning of the year, new teachers meet to look at schoolwide data so they can understand the challenges specific to Las Lomas. They look at CAASPP data broken down by race and gender, the demographics of who has completed a-g requirements, and the students who populate the D/F lists with the intention of figuring out which groups of students are showing up in each of their classes. By identifying who those students are, new teachers can focus on intervention strategies to help their own most struggling students.

Curriculum Developments

Next Generation Science Standards

Since the last visit, Acalanes Union High School District has gone through a dramatic shift in science curriculum to align with the Next Generation Science Standards. This shift was completed over the course of 3 years, where each year was dedicated to a different core course: Living Earth, Chemistry in the Earth System, and Physics of the Universe. The district provided time and resources to facilitate this shift. For the past three years, each site has had a Science TOSA who takes the lead on curriculum design, development of common assessments, and development of performance tasks for their specific course. This district team of TOSA's have generally met every two weeks for the past three years to ensure alignment of science courses at a district level. Also, each core science course had an average of four release days per year where teachers from each discipline across the district can meet and discuss next steps or revisions to curriculum.

This year, the district has implemented a new textbook system through HMH. This textbook system is consistent throughout each core science class so students are having similar experiences district wide as well as throughout their four years of science education (horizontal and vertical alignment).

Due to this change in curriculum, we have noticed a drastic increase in enrollment in Chemistry in the Earth System and Physics of the Universe. This curricular shift has resulted in a more accessible introduction to chemistry and physics. More students enrolling in chemistry and physics results in a more "science literate" student population which then leads to more students taking high level science electives during their time at Acalanes High School.

Diversifying Text

After facilitating diversity summits where students voiced the need for a more inclusive and diverse body of literature, the district provided the resources for the English departments to adopt titles that are more modern and reflect the diversity of our population. Suggested titles went through a vetting process where at least three teachers read and approved a suggested title, which lead to approval or dismissal. In addition, teachers attended the Beyond Diversity conference where we engaged in topics regarding approaches to diverse instruction. Consequently, this process resulted in the following titles being adopted and taught at Las Lomas:

- *The Immortal Life of Henrietta Lacks*
- *The 57 Bus*
- *Between the World and Me*
- *There There*
- *The House on Mango Street*
- *Just Mercy*
- *Purple Hibiscus*
- *Like Water for Chocolate*
- *The Poet X*
- *Americanah*

Math Alignment

AUHSD originally implemented Common Core in math by adding one new textbook and level of common core each year for four years. At the conclusion of revamping these courses, the math teachers felt a need to realign the program by reviewing it wholistically and what we expected the students to know before taking any advanced math courses. Teachers across the district gathered for two pull out days to discuss pacing, which topics were taught, and how in depth for all of the core math classes: Algebra 1, Geometry, and Algebra 2. Everyone was in agreement that these courses should be equivalent no matter which school they were taken at. To help us achieve that goal, teachers from all four sites met and went through the math standards and textbooks and agreed upon which standards were the most essential top priority, which were secondary, and which were nice to know but non-essential. Teachers

intend to spend the most time on ensuring all of the most essential standards were learned and reteach if necessary, aim to teach the secondary but students could move on without them, and would only include the nonessentials if there was extra time after all essentials had been mastered. To monitor progress towards these agreed upon essential standards, the district wide math TOSA's have created benchmark exams in Illuminate for each class per unit to help teachers assess whether students have learned the most important material or if re-teaching was necessary. Teachers give these as a paper scantron or online exam of about 5-8 questions to have immediate data to be able to intervene with students as needed. Teachers then have a chance to discuss these results in collaboration groups on Fridays and create intervention plans to address any needs.

Human and Social Development

Human and Social Development (HSD) is a sophomore required semester class that meets the health requirements but also allows us an opportunity to develop and implement curriculum targeted towards our goals around social emotional support and stress management. The students cover a variety of topics to learn about the teenage mind and body. They use critical thinking and problem solving skills when confronting health issues and get to practice effective communication skills. One learning target is for students to be able to convey their beliefs, ideas and information about health issues and develop the competence to evaluate and use health information in health-enhancing ways that allow them to be able to arrive at their own informed and healthy decisions about their health. Students cover the following 5 topics: Identity and the Brain, Substance Use and Abuse, Relationships and Communication, Wellness, and Sexuality/Sexual Health.

Athletic PE

Students are required to complete 20 units for Physical Education. If a student passes the Physical Fitness Requirements during his or her ninth grade year, that student can choose to get the remaining 10 units through Athletic PE by playing a sport. This is in line with our values and goals as it provides more choice for student schedules including an "off period" to help manage school work if playing a sport or an opportunity to take an additional elective course.

III: Engagement of Stakeholders in Ongoing School Improvement

Las Lomas High School 2016- 2017 WASC Self Study report is available to all stakeholders on the Las Lomas website and in a hard copy format at a variety of site locations. In addition to the WASC report, the School Accountability Report Card (SARC), School Profile and Site Plan for Student Achievement (SPSA) are also available. These documents are revised annually.

Developing and Monitoring the Schoolwide Action Plan and SPSA:
Las Lomas stakeholders are involved in every step of our developmental process for and implementation of our SPSA and School Wide Action plans. The school's Instructional Council consisting of the Department Chairs, Administrative Team, and Teacher Leaders (such as Teachers on Special Assignment and Leadership Advisor) is intimately involved in data analysis, as well as the implementation and monitoring of the site action plans. The Las Lomas School Site Council (SSC) consisting of teachers, classified employees, administrative staff, students and parents is responsible for the implementation and monitoring of the Single Site Plan and School Safety Plan. These plans are reviewed annually with stakeholders and presented in an open session of the AUHSD School Board.This report was shared with the staff, key parent leaders, and the district office.

A variety of student and parent surveys were developed and analyzed to gather information on the successes of the site programs. The principal is part of the Las Lomas PTSA and Walnut Creek Education Foundation (WCEF) board, and the associate principals sit on the Athletic Boosters and Performing Arts Foundation boards that support the school. Regular reports are given to the boards of these organizations and input is gathered at their meetings. The administrative team and members of the faculty hold quarterly "Tea with Tiffany" meetings in an effort to continue to have open communication with the parent community. The PTSA organizes and supports these morning meetings. The principal and associate principals meet regularly with students Leadership (ASB) students during their class period to gather feedback, report on school goals and problem-solve school-wide challenges. The principal also holds Academy sessions open to all students to discuss large school-wide issues. Reports on goals and action steps are given to the community on a regular basis through these meetings.

Input is also gathered using staff and student surveys. Google surveys are used internally to periodically gather input regarding the implementation of specific programs. Results of the surveys, action steps and their progress are shared on a regular basis at the staff meetings.

Progress Report Preparation
The process to review and refine our goal has been done consistently for the past three years and has been particularly robust this year as we prepared our progress report. Below is a brief summary of our feedback model for the past three years and a more in-depth picture of our work this year.

Gathering Feedback

2017-18	2018-19	2019-20
1. Annual teacher and staff survey (general) 2. Implementation of goals-centered initiatives with general check-ins each semester 3. Areas of improvement shared in partner teams (PTSA, SSC, AUHSD Board)	1. Annual teacher and staff survey focused on school climate linked to goal (revised survey --baseline) 2. Continue goals-centered initiatives with group specific check-ins each semester 3. Progress on goals shared with partner teams through SPSA progress	1. Focused perceptions survey given again to measure growth (2018-19 survey) 2. Continue goals-centered initiatives with group specific check-ins monthly/quarterly 3. Specific feedback on goals elicited from partner teams and IC leadership and staff input.

2019-2020 Goal Review and Revision Steps		
Meeting	**Purpose**	**Evidence Gathered**

All Staff Mtg. (8/8/19)	● Reconnect to our Mission and Vision
	● Set the stage for continued collaboration (WASC goals 1 and 5)
	● Gather feedback regarding administration performance (WASC goal 3)
		● Survey data
		● Brainstorming sheets of feedback regarding:
		  ○ Equity (WASC goal 4)
		  ○ Attendance and Discipline
		  ○ Academic Support and Intervention (WASC goal 2)

Instructional Council (IC) Mtg. (10/21/19)	● Reviewed WASC areas of strength and areas of growth	● Meeting notes
All Staff Mtg. (10/22/19)	● Review WASC process and purpose ● Review site goals ● Evaluate our progress on each goal (Likert scale comparison) ● Gather evidence supporting our progress in content-alike teams	● Survey data of progress ● Examples of evidence for each goal area (*Analysis of this data will be discussed in Section V of this report.*)
PTSA Mtg.	● Reviewed WASC process and feedback plan for the year	● Meeting notes

(2/4/2020)		
All Staff Mtg. (2/5/2020)	- Collect feedback on school climate (WASC goal 3 and 4) - Discuss feedback and revision plan for semester 2	Survey data on climate (same survey as given in March 2019)
Office Staff Mtg.** (2/5/2020)	Gathered feedback on goals, particularly WASC goals 3 and 4	Feedback notes
SSC Mtg. (2/6/2020)	- Review feedback plan for the year - Gather feedback on all WASC goals	Meeting notes with parent feedback on goals
Department Mtg. (2/12/2020)	Departments discussed survey results	Department chairs' feedback on department conversation
WASC Action Team Mtg.* 2/20/2020)	Discuss feedback on goal progress	Compile data from surveys, staff notes, and IC discussions on goal progress into summary charts for IC discussion and analysis
Instructional Council (IC) with School Board observers (2/24/2020)	- Analyze the summaries of progress on goals and departments' feedback on climate survey - Evaluate if goals are still relevant and offer feedback for revisions - Discuss process to gather staff feedback on revision options	- Charts department feedback regarding goal relevance, revision and next steps - Plan for voting procedures and criteria for goal revision
WASC Action Team* (3/2/2020)	- Analyze the IC goal refinement feedback - Draft goal refinement options for each goal	Goal refinement options, which were presented in a survey for IC to vote on. Top two options for each goal were given to the full faculty and staff for a vote.
All Staff Mtg. (3/4/2020)	- Discuss options for goal revision - Vote on options for adoption and implementation	Voting report, finalized goals
Office Staff Mtg.** (3/4/2020)	Reviewed goal revisions options	Voting report, finalized goals
SSC Mtg. (3/5/2020)	- Review the goal revisions, answer questions and gather feedback - Discuss WASC visit and parent role in it	Parent and student feedback in meeting notes
PTSA Mtg. (4/7/2020)	Present WASC goal revisions	Meeting notes

*WASC Action Team is a 9-member group comprised of the principal, associate principals, Teachers on Special Assignment (TOSAs) and the New Teacher Mentor.

** Office staff meetings are held monthly and are made up of the classified staff who work in the main office: the principal, registrar, principal's assistant, testing technician, attendance technicians, Wellness Center intake specialist, finance technician and school nurse.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Goal #1	Establish a campus-wide system that provides ongoing collaboration around, and facilitates intervention for struggling students.	
Sub-Goal/Action Steps	**Progress**	**Evidence / Examples**
Implement a system where regular intervention time occurs within the school day.	Since the previous WASC visit the district adopted a new schedule. An academy period was introduced into the school day for student intervention. Programs have been added during the academy period designed to identify and support struggling students.	New block schedule Knights Academy targets freshmen struggling in core academic classes. Students are tagged by Intervention TOSA to work with a peer tutor. Math Castle was created as an intervention for students in math specifically. Fits into the academy period every other Wednesday. Students are targeted by Math TOSA who need additional support. Math TOSA matches students with peer tutors or math teachers.
Implement a system where regular staff collaboration is built into the school day.	Since the previous WASC visit the district adopted a new schedule. Additional time for teacher collaboration was added to the weekly schedule. Weekly Friday morning collaboration meeting time with curriculum groups. Groups have focused on essential standards, curricular alignment, common assessment, adoption of new teacher materials and standards and intervention.	New block schedule, including common Friday collaboration, open shared-prep period Monday and one Wednesday morning a month for open collaboration. Each collaboration team keeps a meeting log to monitor their progress. These documents are shared with administrators for monthly check-ins.

	Projects that need extended time, such as curricular alignment or common assessment, were given pull-out collaboration time.	District wide collaboration groups for all three core science courses. Pullout days at least once per semester during which teachers discuss and design curriculum and best practices. This includes developing common labs, assessments, performance tasks, and essential standards.
Expand articulation with partner middle schools	District-wide math articulation annually, beginning 2020.	All partner districts and high schools met to discuss articulation in a half-day session on 3/2/2020.
	World Language meets annually to collaborate with partner middle schools. This year Mandarin teachers collaborated separately, as we have a new program within LLHS.	World Language articulation 3/18/2020, Mandarin articulation 1/29/2020 and 4/20/2020
Strengthening monitoring of EL and RFEP students: implement Ellevation software to track EL data	Ellevation software implemented.	Administrators, counselors, district administration and EL department chair have accounts and monitor reclassification and monitoring in Ellevation software.
Continue to monitor D and F students and employ appropriate interventions.	Increased engagement of support staff in addressing struggling students.	Counselors collaborate weekly around student intervention (with Wellness Center staff); they meet with all D and F students and have bi-monthly team SRT meetings to discuss interventions.
	Offer additional intervention before high-stakes assessments, such as final exams.	SSC sponsors tutors the week before finals. Teachers provide 4 hours of after school tutoring during this time in all core subjects.
	Departments and IC look at grade data, including D and F lists regularly.	IC notes, department meeting agenda

	This year department chairs engaged in data analysis techniques to identify systematic reasons for low achievement, including grading policies and intervention procedures.	

New Action Steps Since 2017		
Sub-Goal/Action Steps	**Progress**	**Evidence / Examples**
Increase teacher leadership around intervention systems.	District created a new Teacher on Special Assignment position, focusing on intervention.	This TOSA works directly with administrators and counselors to place students into intervention Academies, develop plans for students, schedule SSTs and train teachers on RTI techniques.
	Implemented an annual district-wide training day for department chairs.	Department chair retreat agendas, surveys of effectiveness of training.
Increase professional development around collaboration and intervention.	Annual specialized training for teacher leaders.	Intervention TOSA, will be attending the Solution Tree conference in San Francisco which focuses on intervention form and functions.
		6 teachers and all admin have attended multi-day training on PLC collaboration process (Solution Tree).
	Cohort of teachers have begun examining grading practices and piloting programs through teacher research this year.	15 teachers are working with an outside consultant on the Grading for Equity project. Teachers represent every discipline and have adopted their practices and are collecting data on their changess.

Goal #2	Use data to monitor and assess student progress in order to inform instruction; decisions about instruction should be collaborative and reinforced through purposeful professional development.	
Sub-Goal/Action Steps	**Progress**	**Evidence / Examples**
Use data (disaggregated by sub-group) from a variety of sources (grades, state standardized tests, district	All teachers have moved from scantron to Illuminate software system to test students. Illuminate offers itemized, categorized and customizable data for all assessments.	All teachers have Illuminate accounts and have been offered multiple opportunities to attend Illuminate PD training to use the system and be able to access all forms of data, reports, and available features. Scantron is no

benchmarks) to more effectively identify students in need of intervention.		longer used.
	Course-alike groups, departments and IC examine data at each reporting period.	IC notes, department meeting minutes and course-alike team data tracking logs record conversations about data analysis related to student learning. For example, IC has begun reviewing department-wide data this year to monitor subject-alike team progress/foster conversations about alignment and student progress.
	CAASPP data is being used to inform instruction.	In preparation for CAASPP based standards, the junior English team gave a portion of a common fall final and uploaded results into Illuminate. Curriculum and instruction in the spring was based on this data.
		SPED department focused on math data to inform instruction and provide intervention, specifically around Algebra 1 skills.
		Math teachers gave interim CAASPP tests to identify areas of growth for students ranging from 9th -11th graders.
Pursue relevant and appropriate professional development based on student performance data.	Faculty and administration have attended professional development on multiple systems including: Aeries, Illuminate, Ellevation and CAASPP data analysis.	Conference agendas, department meeting minutes (of teacher led trainings), and whole staff meeting agendas.
Analyze data from classroom and standardized assessments to enhance instruction and student learning.	Course-alike groups, departments and IC examine data at each reporting period.	IC notes, department meeting minutes and course-alike team data tracking logs record conversations about data analysis related to student learning. For example, IC has begun reviewing department-wide data this year to monitor subject-alike team progress/foster conversations about alignment and student progress.

Goal 3 Background:

At the time of the last WASC visit, there was widespread discontent among staff members with administration because of unclear or inconsistent communication. Since then, with a change in leadership, there has been an increased focus on ensuring that staff members can access administrators and feel heard when they do express concerns. With this in mind, the sub-goal/action steps for this goal were changed in the first year. The sub-goals below reflect those changes.

Goal #3	Foster a culture of communication between staff and administration by promoting transparency and inclusion	
Sub-Goal/Action Steps	**Progress**	**Evidence / Examples**
Increase direct communication between staff and administration, including two-way feedback.	Increase one-on-one meetings with staff members.	When she first took the job in the fall of 2017, the principal invited every member of the staff to meet individually with her. There was no agenda; they could talk about whatever they wanted to. As a result, she not only understood her staff more fully but some of the concern among staff members dissipated.
	Consistently solicit feedback from staff on logistical issues and administrator performance. This feedback is built into administrator planning for each year. At the end of 2017-18 school year, staff members took an end-of-year survey covering issues ranging from use of technology to access to administration. The following spring, the staff survey was more comprehensive and included questions about academic ideology. In addition, they were asked for feedback about the administration. Administrators then used the results of that survey to set their own goals for the following school year.	Spring 2018: staff given an end-of-year staff survey for input (use of technology, access to administration, etc.)

Spring 2019: staff survey given re: ideology and functional

August 2019, staff given survey to provide feedback about administration; admin set goals based on results

Staff feedback survey results, IC meeting agenda, all staff meeting feedback sessions

Associate principal and principal goals |

	Administrator goals, and areas of evaluation for associate principals, are based on teacher feedback.	
Clearly communicate decision-making process.	Systems for posting and hiring specialized teaching positions, such as TOSAs, have been developed.	There is a formal interview process for TOSA positions, which are announced to the whole site via Monday Memo.
Develop systems to increase communication about master schedule process and decisions.	For the last two years, during class scheduling season, the principal will meet with an AEA rep weekly specifically to address issues with the schedule. This is a stressful time for a lot of teachers, especially those who teach elective classes, so when students sign up for classes, the principal explains the scheduling process at a staff meeting every year to help alleviate concerns and dispel myths. Increased department chair involvement in master schedule development.	All staff presentation on scheduling process Weekly AEA union rep notes (beginning mid-March) Principal meets with each department chair monthly in the second semester to discuss scheduling. SPED, Science and ELD chairs create lists of students to be hand scheduled and classes are placed based on this information.
Improve transmission of information to staff.	Over the last few years, administration has been proactive about providing information regularly and clearly. The principal sends out a Monday Memo at the beginning of every week to outline the upcoming events, explain processes for some of the long term actions at school, and highlight some of the activities from the previous week. Instructional Council meets twice monthly, instead of once monthly to decrease feedback time and offer more opportunities to discuss instructional leadership issues.	Monday Memos communicate key weekly events, schedules and commendations. IC meeting minutes typed and shared by administration for each meeting. IC agendas and schedule

	Principal meets monthly with office staff, counseling staff and Wellness Center staff.	Meeting agendas

Goal 4 and 5 Background:

Goals 4 and 5 were not originally part of our action plan, but rather WASC visiting team recommendations based on their conversations with students and staff during their visit. The areas of focus were created after the site plan and have been embraced by the staff with the same (if not more) vigor as the three site-developed goals.

Goal 4 was particularly impactful as it was based primarily on student feedback about their perceived invisibility on campus. As a staff, Las Lomas prides itself on its positive culture and school spirit. This goal represented a true blindspot and we dug in wholeheartedly to make sure we were reaching all of our students.

There has been a great deal of growth in this goal area over the past three years. With students as the drivers, Las Lomas has implemented a series of programs meant to increase the representation of marginalized cultures and celebrate the diversity on our campus. Beginning in 2017, students created new clubs, such as Latinos Unidos, a Black Student Union and the Student Equity Team. Those clubs have led a number of cultural celebrations on campus. For example, there is now a school-wide celebration of Latin Independence week, and a large public festival for Cinco De Mayo. In fact, the growing number of equity-related clubs on campus led to the creation of the Student Equity Team, which is composed of the representatives of the various clubs. In this body, representatives of clubs like the BSU, Gay Straight Alliance (GSA), Feminist Society, Jewish Club, Latinos Unidos etc meet to discuss methods of promoting diversity on campus.

This year the programming around Black History Month was particularly robust, with a guest speaker every week, a community movie night, and a campus-wide door decorating contest. Those clubs and celebrations have all had a tangible impact on the culture at Las Lomas.

Goal #4 (WASC team recommendation)	There is a need for students who represent cultural diversity on campus to define and drive a more robust and culturally responsive awareness to support school-wide equity.	
Areas of Focus	**Progress**	**Evidence / Examples**
Increase teacher awareness and skill regarding culturally responsive teaching,	Increased participation in staff training regarding cultural awareness and racial identity.	By 2020 all staff are mandated to have completed the two-day Beyond Diversity training. Currently 67% of Las Lomas staff has completed this training with another ca. 20% completing Beyond Diversity 2

including diversifying materials and practices.		and/or 3. All administrators have completed the Beyond Diversity training and 3 of the 4 have attended the annual Beyond Diversity Summit.
	English department has undergone a 2-year process to update and reevaluate their texts, resulting in a system for text choice and increase in texts from various perspectives.	Text evaluation criteria chart, updated text list and new materials
	New courses have been added, reflecting student interest.	English 4: Deconstructing Race and Introduction to Ethnic Studies have been added to the course catalogue for 2020-2021 school year.
Increase student groups and activities related to diverse experiences.	There are more student clubs focused on cultural, ethinic and/or racial identity.	Club Chaters: Black Student Union, LatinX club, Asian-Pacific Club, Jewish Club, Christian Club, Gay-Strait Alliance, Feminist Society, among many others Two club fairs annually to promote and advertise student groups.
	Student and staff Equiteams developed and meet monthly to support students, build connections and raise awareness and understanding of differing life experiences, especially those based on race.	Staff Equiteam presents their work to staff annually. This year there will be 2-3 presentations/activities with the entire staff. One faculty-student "community circles" to increase direct communication and connections between staff and students. Student EquiTeam has been formed, comprised of presidents of equity focused student organizations.
	Student Leadership has actively sought ways to increase representation and voice of underrepresented students and perspectives.	Leadership (ASB) has created a Diversity Chair and Diversity Committee and has added an EL liaison as a committee position.

		CARE Week curriculum taught to all 9th graders (last 3 years) and all 10th graders (this year) about diverse experiences, including ideas of privilege, gender identity and racial stereotypes.
Increase school and district-wide student events focusing on cultural diversity.	Development of a Diversity committee within Leadership to expand cultural celebrations and student understanding of different perspectives and experiences, especially those based on race.	Monthly meeting agendas District-wide diversity summit (4th annual this year) District-wide Black Student Summit (2018 and 2019)

Goal #5 (WASC team recommendation)	The school needs a systematic approach to instructional alignment both vertically and horizontally. With respect to horizontal alignment, synonymous course should include common curriculum, practices, assessment and grading	
Areas of Focus	**Progress**	**Evidence / Examples**
Increasing horizontal alignment, including common assessment, curriculum and grading practices.	All subjects are working to define essential standards for every course. Time was provided by administration to identify essential standards for every subject in weekly collaboration and up to two pull-out days per department. All core academic classes will complete this by March 13, 2020.	Essential Standards Documents, identifying primary, secondary and non-essential standards. All departments are using the same form and terminology. The math department participated in designing a district-wide standards alignment document for core math classes to be aligned at Las Lomas Math vertically and ensure horizontal alignment among alike classes. The English department has aligned CCSS standards to reflect a program that horizontally aligned standards. Our next step is to identify essential performance standards.
	Many departments, including Math, Science, PE and World Language have completed common final exams for core subjects.	Algebra I, Algebra II, geometry, Pre-Calc all have common assessments, including finals. The science department has common finals for all three core science classes: Living Earth, Chemistry of the Earth and Physics of the Universe.

		English 3 final exam assessment is common.
	Many departments have additional common assessments, such as unit tests or benchmark assessments.	All World Language teachers create a system of assessment based on common quizzes, projects and tests. These common assessments are very similar to the ones created by the district-wide World Language teacher group.
		Aligned benchmark exams made for each unit and given by all teachers for Alg 1, Geom, Geom Adv., and Algebra 2 Adv.
		All assessments are common in Physics of the Universe.
		The PE department has common assessments for the end of each unit
	The science department has redesigned curriculum based on newly adopted NGSS standards. In addition, LL science teachers participated in a district-wide course of study audit around the newly adopted state standards.	District-wide pull out agendas, common finals, essential standards documents, curriculum planning charts
Increase vertical alignment within disciplines.	Math and World Language actively meet with partner middle schools to align vertically. This year Mandarin teachers collaborated separately, as we have a new program within LLHS.	World Language articulation 3/18/2020, Mandarin articulation 1/29/2020 and 4/20/2020
	The math department participated in designing a district-wide standards alignment document for core math classes to be aligned at Las Lomas Math vertically and ensure horizontal alignment among alike classes.	District-wide math articulation annually, beginning 2020. All partner districts and high schools met to discuss articulation in a half-day session on 3/2/2020.
	Increased communication to partner schools and families regarding transitions	Flyers/emails regarding articulation from

| | to high school and the curricular requirements. | middle school |

V: Schoolwide Action Plan/SPSA Refinements

Based on the finding and current progress report, along with input from key stakeholder groups, Las Lomas has updated the action plan to reflect our current needs. Additionally, during the past three years, changes at the site, district and state levels have had effects on the Action Plan. Given these changes and our progress, a multi-step process to evaluate and revise our goals occurred this year.

This year, to begin the discussion of goal progress, staff completed a survey rating their experiences of change in each goal area. Faculty who had been at the school for three or more years were asked to rate where the school was related to each goal area three years ago and then rate the same goal area now. Staff who were here for fewer than three years were simply asked to rate where Las Lomas was related to each goal now. Both groups were asked to provide evidence to support their ranking.

Survey results showed growth in each area, but mastery in none. Given these results, and other data points, it was decided to keep all five goal areas and revise them to reflect the work we have done.

To revise the goals, the staff, parents, instructional leaders and WASC Action Team gathered and refined feedback in a multi-step process diagrammed below.

WASC Goal Revision Process

1. **General Feedback**
Staff surveys, initial IC feedback on goals and subgoals, SSC and PTSA feedback

2. **IC feedback**
After talking about survey data in departments, give feedback on all goals

3. **WASC Action Team creates revisions based on IC feedback**
1-3 options per goal were created based on IC feedback

4. **IC votes on Revision Options**
IC members voted for option, including no change to goal, and the top two options for each goal were went to the full staff.

5. **Faculty votes on Goal Revisions**
Full faculty and staff voted on options and top option was adopted.

Goal #1:
Establish a campus-wide system that provides ongoing collaboration around, and facilitates intervention for struggling students.

Teacher Perception data regarding growth for teachers at Las Lomas 3+ years:
(0=low, 4= high)

To what level would you say that a system of collaboration existed that focused on interventions for struggling students prior to the 2017-2018 school year?
53 responses
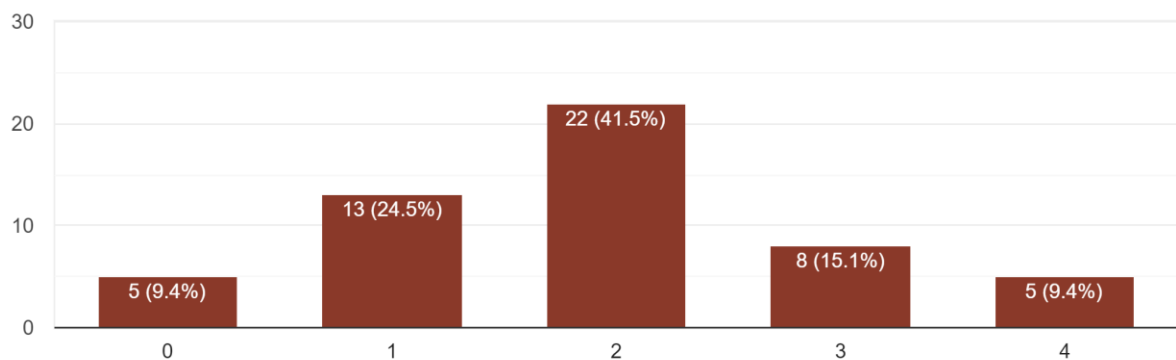
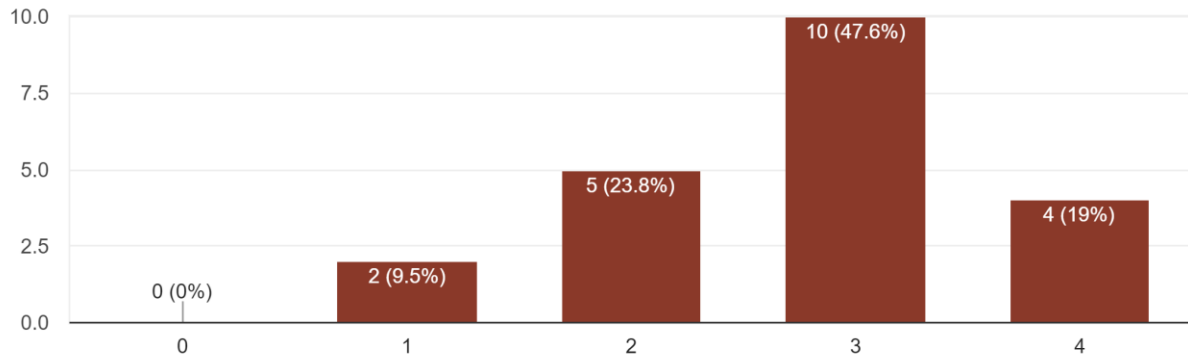Where are we currently with a system regarding collaboration for these interventions.
53 responses
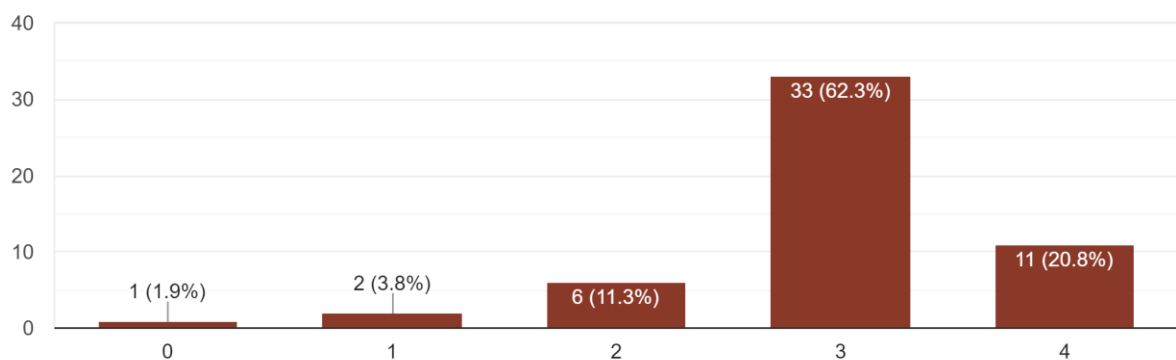
Teacher Perception data regarding growth for teachers at Las Lomas fewer than 3 years:
(0=low, 4= high)

Where are we currently with a system regarding collaboration for interventions for struggling students.

21 responses

2016-2017: Establish a campus-wide system that provides ongoing collaboration around, and facilitates intervention for, struggling students.

2019-2020 Update: Use our campus-wide collaboration to grow department-wide systematic intervention for struggling students - to increase proficiency in determined essential standards by course.

Rationale	System for collaboration has been implemented, primarily by course-alike teams. The goal revision recognizes that these groups must work together to intervene with struggling students and adds criteria for determining "struggling" student status. Intervention will focus on students who are not mastering skills based on the assessment of essential standards by course. This will partner well with our work on vertical and horizontal alignment for goal #4.

Updated Action Steps 2020-2023				
Action Steps	**Implementers (Responsible Parties)**	**Resources**	**Timeline**	**Monitoring Systems**
Course-alike teams identify essential standards	Teachers in course-alike teams, TOSA and admin.	● Collaboration time, ● Essential standards PD (as	2017 to March 2020 (reviewed annually)	Course-alike essential standards documents

	support	necessary), ● Pull-out days ● shared recording template		
Group essential standards by unit, update scope and sequence/course of study with revised essential standards	Teachers in course-alike teams, TOSA and admin. support	● Collaboration time, ● Essential standards PD (as necessary), ● Pull-out days ● shared recording template	2017 to spring 2020 (reviewed annually)	Course-alike essential standards documents
Create common assessment criteria and common assessments for essential standards	Teachers in course-alike teams, TOSA and admin. support	● Collaboration time, ● PD	2020 (reviewed annually)	Common assessments, grading procedures (syllabi)
Use shared assessment tools for data collection (such as Illuminate software, GradeMark, etc.)	Teachers in course-alike teams, TOSA and admin. support	● Collaboration time, ● PD ● Administration meetings with each course-alike team	2020-23 (on going)	Illuminate testing data by course, student progress report and final grades
Provide training for teachers on data management system: Illuminate	Administration, district office staff, outside providers	● Meeting time ● Conference/work shop attendance (PD budget) ● Illuminate software ● Document cameras (to read tests)	2020 (then annually for new staff)	Illuminate accounts by teacher, staff survey
Design data analysis protocol within collaboration groups to identify struggling	Teachers in course-alike teams, TOSA and admin.	● Collaboration time, ● PD on RTI ● Administration	2020- ongoing	Collaboration group recording tool, student intervention records (for example

students	Support, Department chair monitoring	meetings with each course-alike team ● IC meeting time		Academy attendance, tagging records by teacher linked to grades, etc.)
Provide PD on RTI and tiered supports	Administration, district office staff, outside providers	● Meeting time ● Conference/work shop attendance (PD budget)	2020-ongoing	Conference attendance, staff-to-staff training agendas
Work with course-alike teams to intervene with struggling students (through tiers of intervention)	Teachers in course-alike teams, TOSA and admin. Support, Department chair monitoring	● Collaboration time, ● PD in RTI ● Administration meetings with each course-alike team ● IC meeting time ● Intervention time in the schedule (Academy)	2020-ongoing	Collaboration group recording tool, student intervention records (for example Academy attendance, tagging records by teacher linked to grades, etc.)
Design system of reassessment to measure intervention efficacy (common finals for example)	Teachers in course-alike teams, TOSA and admin. Support, Department chair monitoring	● Collaboration time, ● PD on RTI ● Administration meetings with each course-alike team ● IC meeting time	2020-ongoing	Collaboration group recording tool, student intervention records (for example Academy attendance, tagging records by teacher linked to grades, etc.), common assessments
Monitor assessment data to identify teachers who need additional support	Department Chairs, Admin	● Administration meetings with each course-alike team ● IC meeting time ● Intervention TOSA and admin meeting time	Ongoing	Student grades, common assessment data, Academy attendance and tagging history for struggling students by teacher

Evaluate the efficacy of the Knights Academy, Math Castle and Chemistry Academy, both anecdotally and with data.	Admin, TOSAs, department chairs	• TOSA release period • D and F lists • Teachmore data (student Academy attendance by teacher)	2019-2020 & ongoing	D & F list generated at each grading period, Teachmore data (student Academy attendance by teacher)
Increase the role of staff in the Knight Academy program.	Department Chairs and IC Leadership	• TOSA release period, • Admin support/meeting time	2019-2020	Knights Academy attendance and grade data
Investigate and implement department-wide intervention systems, like Math Castle or Chemistry Academy, to reach more struggling students during Academy.	Admin, TOSA, Department Chairs	• Academy Planning Time, • PD offerings • TOSA meeting time • Department collaboration time	2020-2021 & Ongoing	Teach More Academy attendance lists by teacher and department, D and F lists, department meeting minutes, collaboration documents
Evaluate expansion of Knights Academy program. Expand as needed.	Admin, TOSAs, Knights Academy advisors	• Knights Academy attendance lists • Grade data • Intervention TOSA planning time • Knights Academy advisor meeting • Campus supervisor • Room and supplies for additional students	2020-2021	Teach More offering list, Knights Academy attendance and grade data, Knights Academy student survey data

Goal #2:
Use data to monitor and assess student progress in order to inform instruction; decisions about

instruction should be collaborative and reinforced through purposeful professional development.

Teacher Perception data regarding growth for teachers at Las Lomas 3+ years:
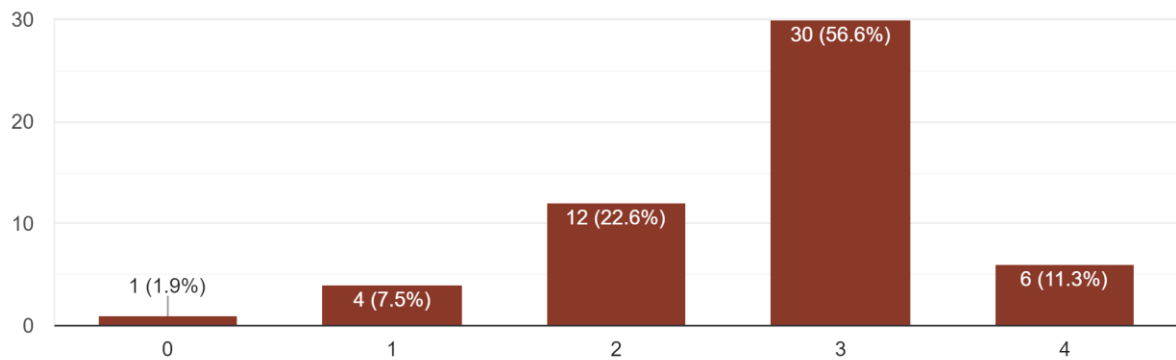(0=low, 4= high)

To what level would you say you used data to inform your work with students prior to the 2017-2018 school year?
53 responses
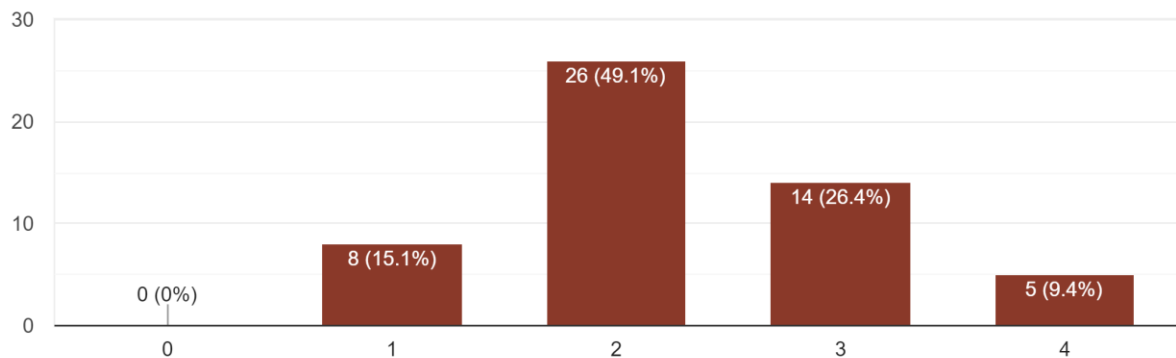
To what extent would you say the school currently provides data to help inform your classroom practices or interactions with students?
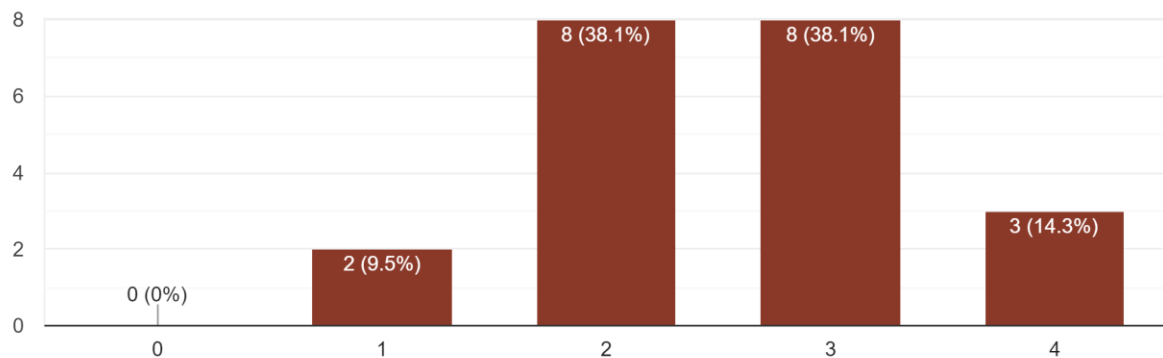53 responses

Teacher Perception data regarding growth for teachers at Las Lomas fewer than 3 years:
(0=low, 4= high)

To what extent would you say the school currently provides data to help inform you of your work with students?

21 responses

2016-2017: Use data to monitor and assess student progress in order to inform instruction; decisions about instruction should be collaborative and reinforced through purposeful professional development.
2019-2020 Update: Provide and use professional development to increase collaboration around the collection and use of data to inform instruction and intervention for struggling students.

Rationale	The change in this goal is subtle but reflects the need to centralize professional development in the path forward. Staff consistently provided feedback that they wanted to use data more robustly, but lacked the ability to use collection tools and needed guidance in analysis techniques. The revision also re-centers "struggling students" as the focus for this work. This will partner well with our work on vertical and horizontal alignment for goal #4 and collaboration in goal #1, and therefore has many of the same action steps.

Updated Action Steps 2020-2023				
Action Steps	**Implementers**	**Resources**	**Timeline**	**Monitoring Systems**

	(Responsible Parties)			
Create common assessment criteria and common assessments for essential standards	Teachers in course-alike teams, TOSA and admin. support	• Collaboration time, • PD	2020 (reviewed annually)	Common assessments, grading procedures (syllabi)
Use shared assessment tools for data collection (such as Illuminate software, GradeMark, etc.)	Teachers in course-alike teams, TOSA and admin. support	• Collaboration time, • PD • Administration meetings with each course-alike team	2020-23 (on going)	Illuminate testing data by course, student progress report and final grades
Provide training for teachers on data management system: Illuminate	Administration, district office staff, outside providers, School Site Council	• Meeting time • Conference/work shop attendance (PD budget) • Illuminate software • Document cameras (to read tests)	2020 (then annually for new staff)	Illuminate accounts by teacher, staff survey
Design data analysis protocol within collaboration groups to identify struggling students	Teachers in course-alike teams, TOSA and admin. Support, Department chair monitoring	• Collaboration time, • PD on RTI • Administration meetings with each course-alike team • IC meeting time	2020-ongoing	Collaboration group recording tool, student intervention records (for example Academy attendance, tagging records by teacher linked to grades, etc.)
Provide PD on RTI and tiered supports	Administration, district office staff, outside providers, School Site	• Meeting time • Conference/work shop attendance (PD budget)	2020-ongoing	Conference attendance, staff-to-staff training agendas

	Council			
Work with course-alike teams to intervene with struggling students (through tiers of intervention)	Teachers in course-alike teams, TOSA and admin. Support, Department chair monitoring	- Collaboration time, - PD in RTI - Administration meetings with each course-alike team - IC meeting time - Intervention time in the schedule (Academy)	2020-ongoing	Collaboration group recording tool, student intervention records (for example Academy attendance, tagging records by teacher linked to grades, etc.)
Design system of reassessment to measure intervention efficacy (common finals for example)	Teachers in course-alike teams, TOSA and admin. Support, Department chair monitoring	- Collaboration time, - PD on RTI - Administration meetings with each course-alike team - IC meeting time	2020-ongoing	Collaboration group recording tool, student intervention records (for example Academy attendance, tagging records by teacher linked to grades, etc.), common assessments
Monitor assessment data to identify teachers who need additional support	Department Chairs, Admin	- Administration meetings with each course-alike team - IC meeting time - Intervention TOSA and admin meeting time	Ongoing	Student grades, common assessment data, Academy attendance and tagging history for struggling students by teacher

Goal #3:
Foster a culture of communication between staff and administration by promoting transparency and inclusion.

Teacher Perception data regarding growth for teachers at Las Lomas 3+ years:
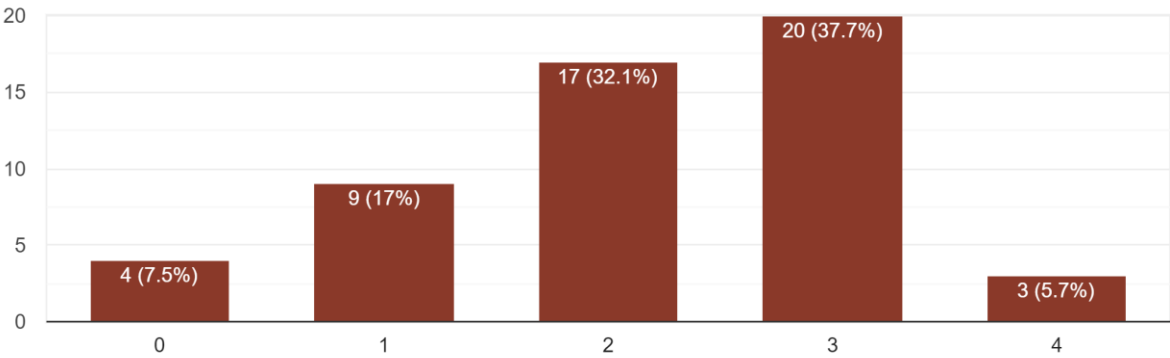(0=low, 4= high)

To what level would you say communication and transparency existed with the administration prior to the 2017-2018 school year?
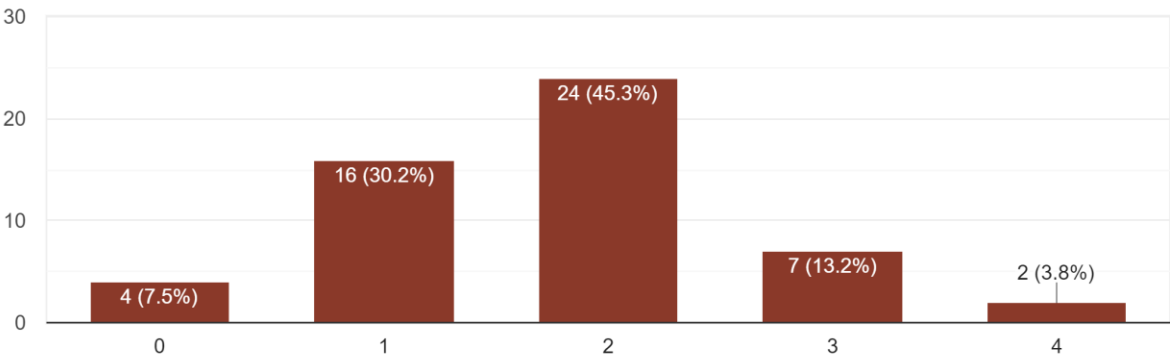
53 responses

To what extent would you say that communication and transparency currently exist with the administration?
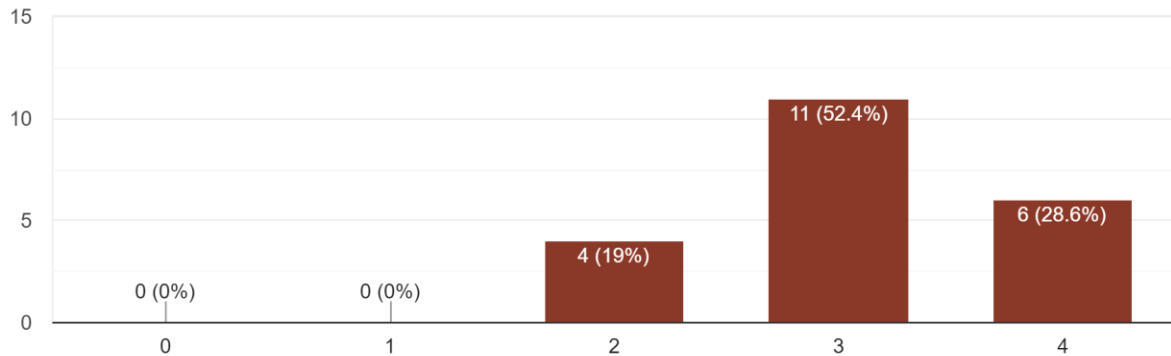
53 responses

Teacher Perception data regarding growth for teachers at Las Lomas fewer than 3 years:
(0=low, 4= high)

To what extent would you say that communication and transparency currently exist with the administration?

21 responses

2016-2017: Foster a culture of communication between staff and administration by promoting transparency and inclusion.

2019-2020 Update: Continue culture of communication between staff and administration and increase transparency in decision making processes.

Rationale	This was the one goal that many staff members thought was much improved almost to the point of not necessarily needing a focused goal; however, maintaining positive communication was important to all stakeholders, especially for staff in understanding decision making processes and master schedule decisions. Parent feedback around this goal indicated a need to continue working on communication systems to parents and students about community events, and less about decision making processes.

Updated Action Steps 2020-2023				
Action Steps	**Implementers (Responsible Parties)**	**Resources**	**Timeline**	**Monitoring Systems**
Continue to meet regularly with AEA representatives, with increased meetings	Administration, AEA representatives	● Meeting time	Ongoing	Meeting schedule, agendas, and notes

during master scheduling process, in order to increase transparency of decision making and problem solving.				
Continue information sessions for staff regarding the master schedule process.	Admin	● Meeting time ● AEA and staff feedback	Annually	Staff feedback, master scheduling information presentation
Refine process for application and selection for specialized certificated positions, such as TOSA.	Administration, department chairs	● Meeting time	2020 (with annual review)	Application and selection criteria, interview questions
Refine school climate survey and give it annually.	Admin, IC	● IC meeting time ● Climate survey samples	2020 (spring) and given annually	Climate survey
Continue to solicit staff feedback regarding administration performance.	Admin	● Feedback survey ● Feedback meetings	Fall and spring annually	Feedback survey, feedback meeting notes
Improve transmission of information to staff. ● Update website staff information ● Weekly informational emails ● IC meeting agendas and minutes shared with department chairs (for staff discussion) ● Department meeting minutes	Administration, department chairs, webmaster, librarian, principal's assistant	● Email ● Website training (as needed)	Ongoing	Website, weekly emails, IC agendas, department meeting minutes, staff feedback survey

|				
shared with admin.				
Improve transmission of information to parents, students and community. ● Create a protocol for sharing student-centered information ● Create a protocol for sharing community information ● Update website information ● Weekly informational emails	Administration, department chairs, webmaster, librarian, principal's assistant, PTSA, SSC, parents, students (particularly Leadership students), Leadership teacher	● Email ● Website training (as needed) ● Meeting time with students ● Meeting time with parents ● Research and training for student-relevant communication platforms (such as social media)	2020-21	Website, emails, artifacts of communication tools (when developed), parent surveys, student surveys, information access data (click rate)
Improve transmission of information to EL families. ● Increase translated materials or access to translation.	Administration, EL associate principal, EL IA, EL department chair, webmaster, district technology staff	● Training on translation services/tools ● Time for individualized communication	2020-ongoing	Website, emails/flyers, translated documents, evidence of translation services, parent surveys, ELAC attendance rates

Goal #4:
There is a need for students who represent cultural diversity on campus to define and drive a more robust and culturally responsive awareness to support school-wide equity.

Teacher Perception data regarding growth for teachers at Las Lomas 3+ years:
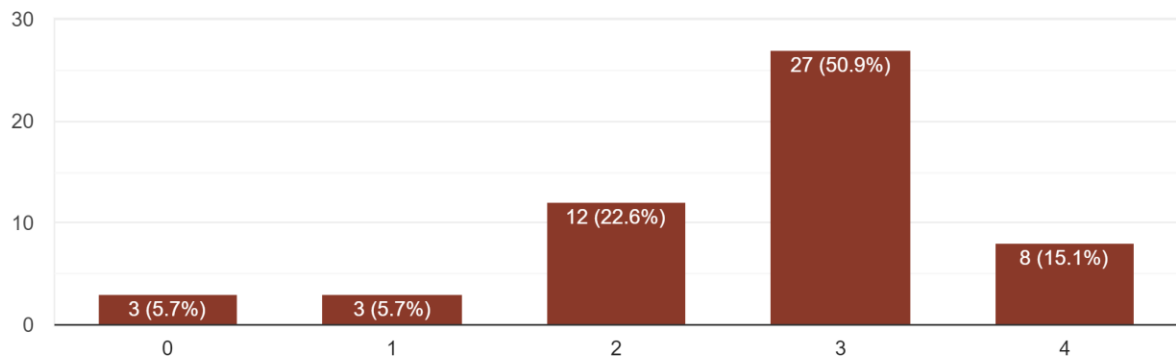(0=low, 4= high)

To what level would you say that students of different cultures have created cultural awareness prior to the 2017-2018 school year?
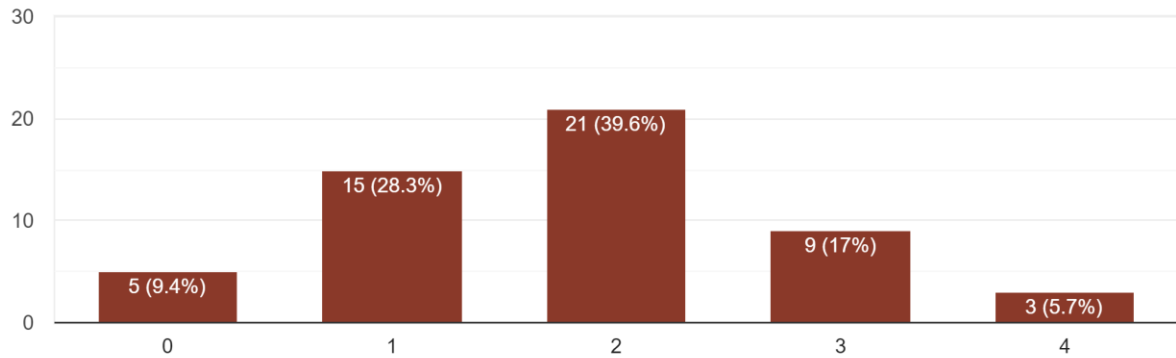
53 responses

To what extent would you say that students are currently involved in driving the improvements in cultural awareness on campus?
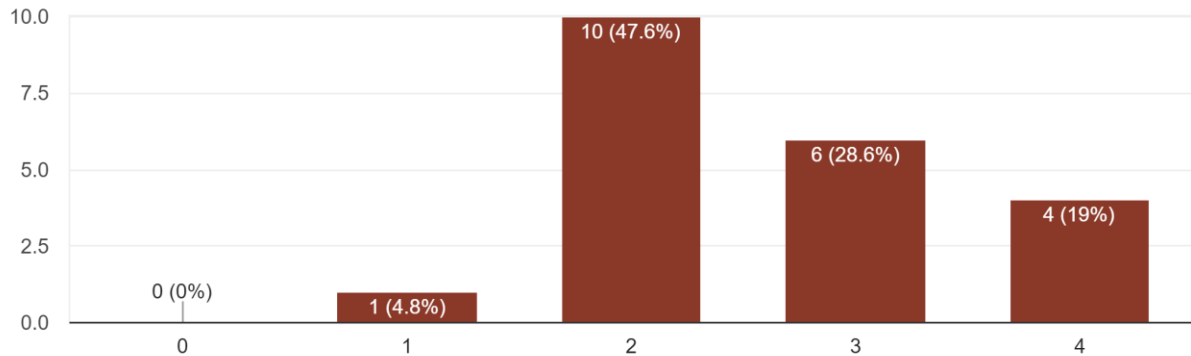
53 responses

Teacher Perception data regarding growth for teachers at Las Lomas fewer than 3 years:
(0=low, 4= high)

To what extent would you say that students are currently involved in driving cultural awareness on campus?

21 responses

2016-2017: There is a need for students who represent cultural diversity on campus to define and drive a more robust and culturally responsive awareness to support school-wide equity.	
2019-2020 Update: Increase the connectedness of students of color through classroom and school-wide activities/programs/ initiatives, as well as the use of culturally responsive classroom materials and practices.	
Rationale	This goal was one of our most passionately debated as we worked through the revision process. Although there was consensus about the growth in this area and need to shift the onus of the work to include staff, the focus on students of color was something that needed to be discussed many times. Eventually the majority of staff voted for this revision. It reflects the district-wide focus on racial equity and site interest to increase students' connectedness to campus. This offers a new metric, the California Healthy Kids Survey, which measures connectedness and can be analyzed by subgroup. It also honors the work that is currently happening to diversify the classroom materials and make all classrooms more culturally responsive.

Updated Action Steps 2020-2023				
Action Steps	**Implementers (Responsible Parties)**	**Resources**	**Timeline**	**Monitoring Systems**

Administer California Healthy Kids survey.	District, admin, Testing Coordinator, teachers	● Test booklets and information ● Class time ● Testing devices	ongoing	Survey results
Provide professional development and curricular opportunities for teachers about connectedness and whole child learning techniques.	Teachers, counselors, admin, TOSAs, Wellness Center staff	● PD ● time to develop curriculum	2020-ongoing	Curriculum creation, student/staff surveys re: connectedness.
Develop a site-specific system which better captures student's non-academic obligations and interests and share information with teachers.	Admin, counselors, teachers, staff equiteam, IC	● Collaboration time to develop survey ● IC meeting time	2020	Survey results, meeting notes
Analyze data gathered by California Healthy Kids Survey and discuss with students, parents, and staff.	Admin, district staff, PTSA, SSC	● Survey results ● Meeting time	2020-ongoing	Survey results, meeting presentation/agendas
Increase connections between staff and students through joint activities.	Staff and student Equiteams, Admin, IC	● Equiteam meeting time ● Staff meeting time	2020-ongoing	Survey results, CHKS, activity agendas
Increase support for student activities and clubs, especially those supporting students of color	Admin, teachers, Leadership teacher	● Meeting time ● Club information	Ongoing	Club charters, calendar of events
Increase awareness and activities of Black History Month and Black	Admin, teachers, Leadership	● SSC funding for events/supplies ● Planning time	2019-annually	Calendar of events, artifacts, student survey

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Student Summit	teacher, Leadership students, BSU advisor	● Community outreach ● Transportation ● District support (funding and location)		
Increase participation in CARE Week	Admin, teachers, Leadership teacher, Leadership students	● SSC funding for events/supplies ● Planning time ● Staff meeting time ● Class time	annually	Calendar, CARE presentation, student feedback
Continue to develop, expand, and evaluate our Frosh Seminar program.	Admin, TOSA, IC, Frosh Seminar teachers	● Revised curriculum ● Meeting time	2020-Ongoing	Student Survey responses, Frosh Seminar teacher survey data

Goal #5:
The school needs a systematic approach to instructional alignment both vertically and horizontally. With respect to horizontal alignment, synonymous courses should include common curriculum, practices, assessment and grading.

Teacher Perception data regarding growth for teachers at Las Lomas 3+ years:
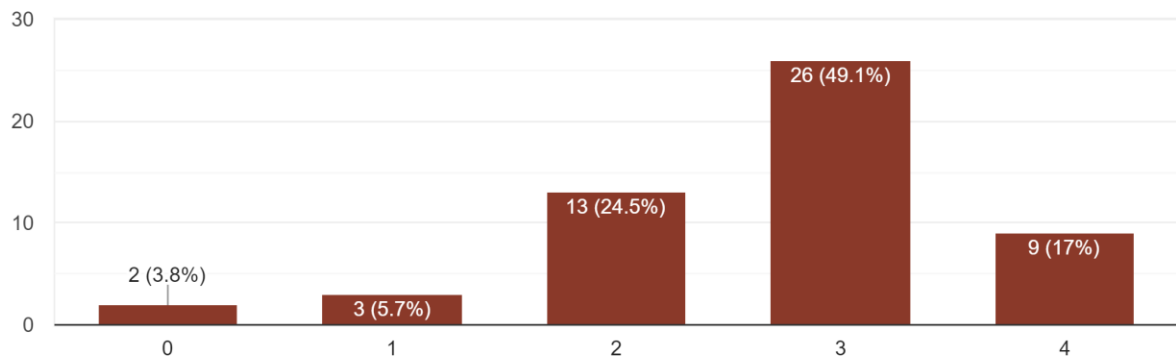(0=low, 4= high)

To what level would you say that the school had a systematic approach to develop vertical and horizontal curricular alignment prior to the 2017-2018 academic year?

53 responses
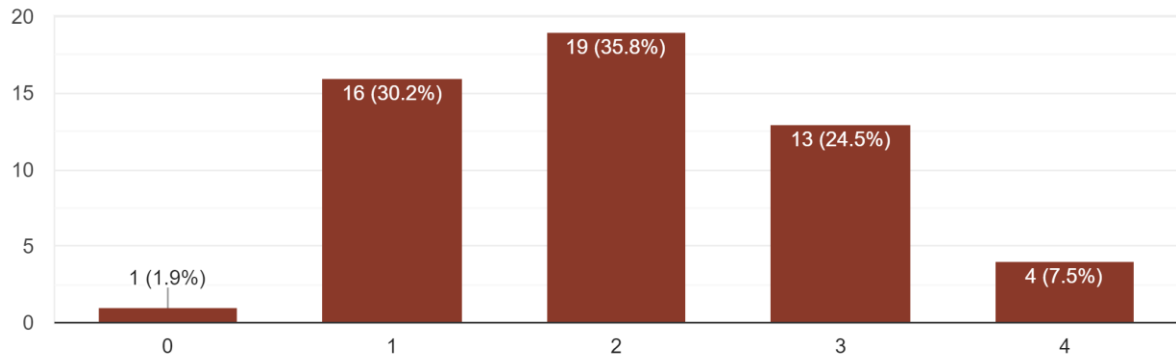
To what extent would you say a systematic approach towards vertical and horizontal instructional alignment currently exists?
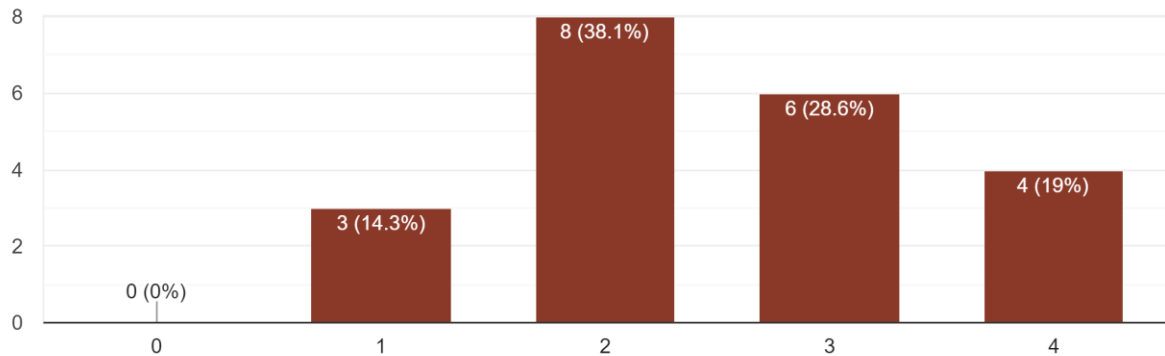
53 responses

Teacher Perception data regarding growth for teachers at Las Lomas fewer than 3years:
(0=low, 4= high)

To what extent would you say a systematic approach towards vertical and horizontal instructional alignment currently exists?

21 responses

2016-2017: The school needs a systematic approach to instructional alignment both vertically and horizontally. With respect to horizontal alignment, synonymous courses should include common curriculum, practices, assessment and grading.		

2019-2020 Update: The school should continue the horizontal alignment work around common curriculum, practices, assessments, and grading. Also, work to develop a systematic approach to vertical alignment of courses.

Rationale	This goal has been a central part of our work for the past three years, particularly the horizontal alignment. With the completion of defining essential standards this year, groups are moving forward with common assessment and interventions. Each department is in a different place in this work, but all will be ready to begin common assessments this year. The shift in our goal recognizes and affirms that we need to continue work horizontally, but calls out our need to work more systematically for vertical alignment as this has not happened consistently in most departments. This goal is the foundation for our goals #1 and #2, and therefore shares many of the same action steps.

<div align="center">Updated Action Steps 2020-2023</div>

Action Steps	Implementers (Responsible Parties)	Resources	Timeline	Monitoring Systems

Course-alike teams identify essential standards	Teachers in course-alike teams, TOSA and admin. support	• Collaboration time, • Essential standards PD (as necessary), • Pull-out days • shared recording template	2017 to March 2020 (reviewed annually)	Course-alike essential standards documents
Group essential standards by unit, update scope and sequence/course of study with revised essential standards	Teachers in course-alike teams, TOSA and admin. support	• Collaboration time, • Essential standards PD (as necessary), • Pull-out days • shared recording template	2017 to spring 2020 (reviewed annually)	Course-alike essential standards documents
Create common assessment criteria and common assessments for essential standards	Teachers in course-alike teams, TOSA and admin. support	• Collaboration time, • PD	2020-21 (reviewed annually)	Common assessments, grading procedures (syllabi)
Use shared assessment tools for data collection (such as Illuminate software, GradeMark, etc.)	Teachers in course-alike teams, TOSA and admin. support	• Collaboration time, • PD • Administration meetings with each course-alike team	2020-23 (on going)	Illuminate testing data by course, student progress report and final grades
Provide training for teachers on data management system: Illuminate	Administration, district office staff, outside providers	• Meeting time • Conference/work shop attendance (PD budget) • Illuminate software • Document cameras (to read tests)	2020-21 (then annually for new staff)	Illuminate accounts by teacher, staff survey

Align grading practices for course-alike teams.	Teachers in course-alike teams, TOSA and admin. support	● Collaboration time, ● PD ● Administration meetings with each course-alike team	2020-23 (on going)	Syllabi
Increase articulation with middle schools, especially in core subjects and those with varied placement (English, math, science and world language).	Department chairs, Admin, middle school admin	● Meeting time ● Synchronized PD schedules	2020 - ongoing	Horizontal standards documents, assessment data for incoming 9th graders, meeting minutes/agenda
Create a plan for vertical alignment for each department (based on identified essential standards for each course).	Department chairs, TOSAs, admin	● IC meeting time ● Collaboration time ● PD (as necessary)	Fall 2020 - ongoing	
Articulate with community colleges regarding co-enrollment courses (for example Digital Design).	Admin, department chairs, CTE teachers, CCC staff	● Outreach and meeting time ● CCC semester exams/projects ● Collaboration time	2020- ongoing	Student data for CCC assessments, syllabi, shared projects/tests
Monitor assessment data to identify teachers who need additional support	Department Chairs, Admin	● Administration meetings with each course-alike team ● IC meeting time ● Intervention TOSA and admin meeting time	Ongoing	Student grades, common assessment data, Academy attendance and tagging history for struggling students by teacher