

# Las Lomas High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Las Lomas High School
<b>Street</b>	1460 South Main Street
<b>City, State, Zip</b>	Walnut Creek, CA, 94596
<b>Phone Number</b>	(925) 280-3920
<b>Principal</b>	Sara Harris
<b>Email Address</b>	sharris@auhdschools.org
<b>School Website</b>	<a href="https://www.acalanes.k12.ca.us/laslomas">https://www.acalanes.k12.ca.us/laslomas</a>
<b>County-District-School (CDS) Code</b>	07-61630-0733725

## 2022-23 District Contact Information

<b>District Name</b>	Acalanes Union High School District
<b>Phone Number</b>	(925) 280-3900
<b>Superintendent</b>	John Nickerson, Ed.D
<b>Email Address</b>	jnickerson@auhdschools.org
<b>District Website Address</b>	<a href="http://www.acalanes.k12.ca.us">www.acalanes.k12.ca.us</a>

## 2022-23 School Overview

Las Lomas High School is located in downtown Walnut Creek, California, a city of 70,127 (2020 Census Data) located east of Oakland, California. Ethnically, Walnut Creek is predominantly white (68.6%) with significant Asian (18.1%) and Hispanic (9.9%) populations. Median household income for the city is \$108,689 (2020 Census Data). Citizens of Walnut Creek are well educated: 97.7% have at least a high school diploma and 68.4% have at least a Bachelor's Degree, with an estimated 23% holding a graduate degree.

The Las Lomas community has a long tradition of active involvement in the school. Through the generous contributions of both time and money by school's numerous community partners including the Walnut Creek Education Foundation (WCEF), the Las Lomas Parent Teacher Student Association (PTSA), the Performing Arts Foundation (PEF) and the Athletic Boosters, Las Lomas is able to provide additional supports and services to all Las Lomas students. Annually, WCEF and PTSA set and meet ambitious fundraising goals to fund additional class sections and support programs throughout the school like science, visual arts and the wellness center. Like the PTSA, the PAFT also makes significant contributions on campus, providing music and theater arts teachers with physical and monetary assistance in many areas. Additionally, PAFT recognizes and rewards outstanding students for musical and theatrical achievements with scholarships. The Athletic Boosters is a mainstay of the Las Lomas school community. Through annual fundraising efforts, they help to maintain strong athletic programs and support the ongoing expenses and capital improvements needed to support athletes.

The City of Walnut Creek is also an active partner with Las Lomas. Annually the city provides a variety of opportunities for community service, public events, etc.

Local businesses are also involved with Las Lomas. The foundations, primarily WCEF, serves as the primary link between Las Lomas and the Walnut Creek business community. During our Homecoming week, we also have an evening downtown open to all where Las Lomas students perform, we hand out shirts to our "future knights".

The Mission of Las Lomas High School is to foster an equitable community that values respect, achievement, and honesty. Our students will be creative thinkers who contribute as global citizens and lead with resilience.

The Vision of Las Lomas High School is to support all students to thrive as global citizens in a rapidly changing world. We strive to develop student's growth, creativity, communication, and teamwork. We are committed to ensuring that every student can reach their intellectual, social, and creative potentials through our collaborative models and inclusive practices throughout our campus.

## 2022-23 School Overview

### Las Lomas Schoolwide Learner Outcomes

Las Lomas High School's curriculum and culture strives to develop students into:

#### Academic Achievers Who:

- Meet or exceed state and district academic standards
- Produce high quality work
- Self-advocate as learners and seek educational challenges

#### Inclusive and Involved Students Who:

- Are "Uknighthed" as a school community
- Show respect for and interest in diverse cultures
- Demonstrate active civic involvement and social responsibility

#### Empowered Individuals Who:

- Care for their physical, social, and emotional health
- Take a proactive approach to their current and future academic and career goals
- Act ethically and take personal responsibility for their actions

### How to Measure LL SLO's:

#### Academic Achievers Who:

- Meet or exceed state and district academic standards
- Produce high quality work
- Self-advocate as learners and seek educational challenges

#### Inclusive and Involved Students Who:

- Are "Uknighthed" as a school community
- Show respect for and interest in diverse cultures
- Demonstrate active civic involvement and social responsibility

#### Empowered Individuals Who:

- Care for their physical, social, and emotional health
- Take a proactive approach to their current and future academic and career goals
- Act ethically and take personal responsibility for their actions

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	408
Grade 10	374
Grade 11	402
Grade 12	394
<b>Total Enrollment</b>	<b>1,578</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.4
American Indian or Alaska Native	0.2
Asian	13.4
Black or African American	2.3
Filipino	3.4
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.0
White	56.3
English Learners	4.2
Foster Youth	0.1
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	12.2
Students with Disabilities	10.8

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	73.20	90.16	254.90	89.74	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.80	0.99	3.70	1.32	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.30	5.30	11.70	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.60	3.20	11.40	4.03	12115.80	4.41
<b>Unknown</b>	0.20	0.33	2.10	0.76	18854.30	6.86
<b>Total Teaching Positions</b>	81.20	100.00	284.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.60	
Misassignments	2.70	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.30</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.60	
<b>Total Out-of-Field Teachers</b>	<b>2.60</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.70	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks used by Acalanes Union High School District are based on current California Content Standards and are collectively chosen by by each school District, particularly Department Chairs, that discuss and provide options for textbook purchasing.

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 led 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

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

Year and month in which the data were collected

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edge Adopted 2007  High Point (Level 1) Adopted 2007  Impact, 50 Short Stories; 2nd Ed. Adopted 2003  Poetry, A Pocket Anthology Adopted 2003  Poets Adopted 2003  Points of View: An Anthology of Short Stories Adopted 2003  Short Prose Reader; 3rd Ed. Adopted 2003  Talking Back/Poems, A Working Guide/Aspiring Poets Adopted 2003	Yes	0.0%

	<p>The Compact Reader; 7th Ed. Adopted 2003</p> <p>The Word Within the Word, Vol. 1 Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 3) Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003</p>		
<b>Mathematics</b>	<p>Algebra &amp; Trigonometry Adopted 2002</p> <p>Algebra 1: A Common Core Curriculum (Big Ideas MATH) Adopted 2015</p> <p>Algebra and Trigonometry, 5th Ed. Adopted 2002</p> <p>Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008</p> <p>Calculus I, 8th Ed. Adopted 2006</p> <p>Calculus II, 8th Ed. Adopted 2006</p> <p>California Algebra Readiness Adopted 2007</p> <p>Concepts, Skills, and Problem Solving Adopted 2008</p> <p>Geometry: A Common Core Curriculum (Big Ideas MATH) Adopted 2016</p> <p>Integrated Math 1 Adopted 2013</p> <p>Multivariable Calculus, 8th Ed. (Supplemental) Adopted 2006</p> <p>Pre-Calculus Mathematics for Calculus Adopted 2018</p> <p>Pre-Calculus Common Core Adopted 2018</p> <p>The Practice of Statistics Adopted 2008</p>	Yes	0.0%
<b>Science</b>	<p>Biology, 7th ed.</p>	Yes	0.0%



	<p>Adopted 2004</p> <p>Biology: Exploring Life Adopted 2004</p> <p>Biotechnology: Demystifying the Concept Adopted 2000</p> <p>Chemistry, 7th Ed. Adopted 2000</p> <p>Earth Science; Geology, the Environ., and the Universe Adopted 2001</p> <p>Essentials of Human Anatomy and Physiology, 8th ed. Adopted 2005</p> <p>Human Anatomy and Physiology, 6th ed. Adopted 2005</p> <p>Living in The Environment, 14th ed. Adopted 2002</p> <p>Physics Adopted 2004</p> <p>Physics: Principles with Applications, 4th Ed. AP (Physics AP) Adopted 2005</p> <p>World of Chemistry Adopted 2008</p> <p>Exploring Engineering: An Introduction to Engineering and Design, 3rd ed. Adopted 2012</p> <p>Living in the Environment, 18th ed. Adopted 2015</p>		
<b>History-Social Science</b>	<p>Human Geography in Action, 4th ed. (Supplemental) Adopted 2006</p> <p>Impact CA Social Studies - World History, Culture &amp; Geography Adopted 2018</p> <p>Psychology, 11th ed. Adopted 2017</p> <p>Myers' Psychology for AP Adopted 2017</p> <p>United States Government: Democracy in Action Adopted 1998</p> <p>California - United States History, The 20th Century Adopted 2018</p> <p>Economics Concepts and Choices, California Ed.</p>	Yes	0.0%

	<p>Adopted 2008</p> <p>A People &amp; A Nation, 7th Ed. Adopted 2004</p> <p>Cultural Landscape: An Intro. to Human Geography Adopted 2006</p>		
<b>Foreign Language</b>	<p>Adventures in Japanese, Levels 1-4 Adopted 2005</p> <p>French: D'accord!, Levels 1-3 Adopted 2016</p> <p>Senderos: Spanish for a Connected World (1-3) Adopted 2017</p> <p>El Espanol para Nosotros, Books 1 &amp; 2 Adopted 2005</p> <p>Latin for Americans, Level 1 Adopted 2003</p> <p>Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 &amp; Latin 3) Adopted 2003</p> <p>NiHao 1, Chinese Language Course, Introductory, Level III &amp; IV Adopted 2004</p> <p>Senderos, Levels 1-2 Adopted 2017</p> <p>Avancemos! 3 Adopted 2017</p> <p>Imagina Adopted 2014</p>	Yes	0.0%
<b>Health</b>	<p>Guide to Sexuality Adopted 2005</p> <p>Health &amp; Wellness Adopted 2005</p> <p>Diversified Health Occupations, 7th Edition</p>	Yes	0.0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Las Lomas High School has completed several modernizations since it was originally built in 1951, the most recent occurring in 2020. While the campus is aging and the school is impacted, Las Lomas High School is a safe and clean environment, but struggles to meet the needs of the growing population. During the summer of 2021, a new science/medical classroom was completed, the main roof of the library was replaced, and one of the buildings received a new roof. Many of the remaining buildings throughout the campus are in need of roofing and siding repair. Roof and siding work are expected within the next year as deferred maintenance plans are being reviewed. There are no current plans for modernization work at this time.

Year and month of the most recent FIT report

10/19/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	67	N/A	78	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	56	N/A	65	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	395	372	94.18	5.82	67.47
<b>Female</b>	206	195	94.66	5.34	71.28
<b>Male</b>	189	177	93.65	6.35	63.28
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	53	51	96.23	3.77	84.31
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	13	12	92.31	7.69	75.00
<b>Hispanic or Latino</b>	70	65	92.86	7.14	52.31
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	33	31	93.94	6.06	67.74
<b>White</b>	216	205	94.91	5.09	68.29
<b>English Learners</b>	12	12	100.00	0.00	16.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	26	26	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	49	45	91.84	8.16	46.67
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	44	37	84.09	15.91	24.32

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	395	378	95.70	4.30	56.35
<b>Female</b>	206	197	95.63	4.37	53.81
<b>Male</b>	189	181	95.77	4.23	59.12
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	53	53	100.00	0.00	67.92
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	13	12	92.31	7.69	66.67
<b>Hispanic or Latino</b>	70	66	94.29	5.71	36.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	33	30	90.91	9.09	63.33
<b>White</b>	216	209	96.76	3.24	59.81
<b>English Learners</b>	12	12	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	26	26	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	49	45	91.84	8.16	37.78
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	44	39	88.64	11.36	12.82

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	783	743	94.89	5.11	49.26
<b>Female</b>	394	374	94.92	5.08	50
<b>Male</b>	389	369	94.86	5.14	48.51
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	105	102	97.14	2.86	55.88
<b>Black or African American</b>	20	18	90	10	33.33
<b>Filipino</b>	28	25	89.29	10.71	48
<b>Hispanic or Latino</b>	136	129	94.85	5.15	32.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	54	51	94.44	5.56	45.1
<b>White</b>	437	415	94.97	5.03	54.22
<b>English Learners</b>	16	16	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	47	46	97.87	2.13	45.65
<b>Socioeconomically Disadvantaged</b>	101	87	86.14	13.86	26.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	86	77	89.53	10.47	10.39



## 2021-22 Career Technical Education Programs

Las Lomas High School offers a diverse array of Career Technical Education (CTE) courses designed to help students prepare for college and career opportunities. CTE programs receive funding from the Acalanes Union High School District and the Contra Costa County Office of Education through the Regional Occupation Program (ROP). Funding for ROP comes from two State of California CTE grants. All CTE courses are academically focused and provide students with training essential for college and career opportunities. District-approved courses of study provide a framework for the courses, and the courses align with California's model curriculum standards for CTE. AUHSD and ROP staff regularly evaluate the CTE courses. Through the County ROP advisory committee, CTE teachers receive input and guidance from leaders in a variety of industry sectors.

Las Lomas High School offers CTE courses to all students:

Advanced Baking (Sequence)  
 \*Automotive Engineering (Sequence)  
 \*Automotive Engineering, Advanced (Sequence)  
 Computer Science  
 Digital Design 1 and 2 (Sequence)  
 AP Environmental Science  
 \*Foods 1 and 2 (Sequence)  
 \*Forensic Science  
 International Cuisine Culinary Arts (Sequence)  
 \*Human Body Systems (Sequence)  
 \*Principles of Biomedical Science (Sequence)  
 \*Sports Medicine  
 Stagecraft  
 Wood Technology (Sequence)  
 Wood Technology, Advanced (Sequence)

\*Designated ROP courses

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	452
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	97.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	73.20

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	24.5	24.5	24.5	24.5	24.5

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

Las Lomas partners with parents and community members to work closely together to improve the overall culture and climate of our school. Parents volunteer at a variety of community and school-based programs. As part of the Walnut Creek Education Foundation, WCEF raises over \$1 million annually to supplement the district and partner schools' districts' budgets to enhance our academic programs, as well support our Wellness Center.

We also cultivate a strong partnership with our Parent Teachers Student Association (PTSA) to provide meaningful and important programs for our students' academic and social development. The PTSA meets monthly and is open to all families. PTSA also has a Diversity, Equity and Inclusion (DEI) Committee that focuses on identifying and implementing a strategic, non-violent approach to combating racism, sexism, homophobia, discrimination and exclusion in every aspect of campus and community life. Additionally, PTSA helps to fund and support the Wellness on our campus and have coordinated parent information night sessions- Las Lomas Link Series to educate parents are current topics that are "necessary to know".

Parents are involved in our athletic Boosters Association and Performing Arts Foundation to support these respective programs. These programs support the continuation of our athletic teams, as well as encourage our students to participate in the visual/expressive arts. We also encourage parent participation within our leadership activities by including parents as Parent Advisors to our class officers. Parents also take advantage of opportunities to volunteer in our College and Career Center with our Advisor Gabriela Diaz.

We have a formal advisory committee: School Site Council. School Site Council includes members from all stakeholders, including parents, teachers, staff, administration and students. They meet monthly to review and discuss school-wide initiatives, data on student progress and budgetary expenditures tied to our Site Plan goals.

The Las Lomas community has a long tradition of active involvement in the school. Through the generous contributions of both time and money by school's numerous community partners including the Walnut Creek Education Foundation (WCEF), the Las Lomas Parent Teacher Student Association (PTSA), the Performing Arts Foundation (PEF) and the Athletic Boosters, Las Lomas is able to provide additional supports and services to all Las Lomas students. Annually, WCEF and PTSA set and meet ambitious fundraising goals to fund additional class sections and support programs throughout the school like science, visual arts and the wellness center. Like the PTSA, the PAFT also makes significant contributions on campus, providing music and

## 2022-23 Opportunities for Parental Involvement

theater arts teachers with physical and monetary assistance in many areas. Additionally, PAFT recognizes and rewards outstanding students for musical and theatrical achievements with scholarships. The Athletic Boosters is a mainstay of the Las Lomas school community. Through annual fundraising efforts, they help to maintain strong athletic programs and support the ongoing expenses and capital improvements needed to support athletes.

We welcome and encourage parent volunteers in our school and actively seek ways to incorporate them into the culture of Las Lomas High School.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.3	1.3		1	0.8		8.9	7.8
Graduation Rate		97.1	97.7		96.7	97.5		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	398	389	97.7
<b>Female</b>	193	189	97.9
<b>Male</b>	205	200	97.6
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	53	53	100.0
<b>Black or African American</b>	12	10	83.3
<b>Filipino</b>	15	15	100.0
<b>Hispanic or Latino</b>	67	67	100.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	20	20	100.0
<b>White</b>	228	222	97.4
<b>English Learners</b>	11	11	100.0
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	65	59	90.8
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	50	46	92.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1618	1596	253	15.9
Female	800	789	138	17.5
Male	817	806	115	14.3
American Indian or Alaska Native	4	3	1	33.3
Asian	216	215	22	10.2
Black or African American	37	37	8	21.6
Filipino	54	53	9	17.0
Hispanic or Latino	267	267	48	18.0
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	114	111	18	16.2
White	911	896	145	16.2
English Learners	73	73	12	16.4
Foster Youth	2	2	0	0.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	218	215	65	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	188	180	50	27.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.05	1.24	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.06	3.03	0.12	1.59	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.03	0.00
Female	1.38	0.00
Male	4.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.93	0.00
Black or African American	18.92	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.14	0.00
White	2.52	0.00
English Learners	5.48	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.04	0.00

## 2022-23 School Safety Plan

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district.

The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Schools, districts, and COEs all play a role in effective school safety planning and are responsible for familiarity with, and fulfillment of, applicable requirements of EC sections 32280–32289.5External link opens in new window or tab.. The CSSP requirements can be located on the California Legislative Information web page.Las Lomas is a closed campus and all visitors must register at the Attendance Office. In addition to the Staff, two Campus Supervisors monitor campus from 7:30 am to 3:30 pm. The school has a respectful partnership with the Walnut Creek Police Department.

The Safety Plan is reviewed and revised yearly for improvement. Fire, disaster, intruder and evacuation drills are held throughout the year to train Staff in case of an emergency. Safety plans have been updated to include new law enforcement recommendations for campus intruders, including the Run-Hide-Defend protocol. Restorative Justice is practiced by teachers, coaches and administrators when dealing with student conflicts. During the COVID pandemic, Las Lomas High School has made upgrades to the ventilation systems, and provided PPE and sanitizer products in each room for student and Staff use.

The School Safety plan was last updated, reviewed, and approved by the school board last year. Before approval, the plan was shared with the School Site Council and faculty for input.The Plan will be reviewed during the current school year and presented to the Board by each school's Associate Principal throughout the District.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	57	3
Mathematics	28	3	48	5
Science	29	4	48	4
Social Science	29	5	42	8

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	18	57	
Mathematics	27	7	47	4
Science	28	3	51	4
Social Science	27	10	45	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	22	53	
Mathematics	27	8	50	
Science	27	9	50	
Social Science	26	11	45	2

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	281.79



## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	1.0
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,168	\$5,125	\$11,043	\$96,535
District	N/A	N/A	\$11,314	\$97,451
Percent Difference - School Site and District	N/A	N/A	-2.4	-0.9
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	50.5	2.5

## 2021-22 Types of Services Funded

Las Lomas benefits from the generous contributions from the Walnut Creek Education Foundation (WCEF). Through the fundraising efforts of WCEF and the collaborative relationship Las Lomas High School enjoys with WCEF, we are able to enhance the academic programs and overall educational environment at Las Lomas. This past year, WCEF funded key academic programs and electives in our core curriculum and supported the newly opened Wellness Center, its staff and supplies.

Our Parent Teacher Student Association provides critical support for our student recognition programs, teacher grants and student projects. The PTSA also provides supplemental support for our Visual and Performing Arts, Science and Career Tech Ed departments in terms of additional funding to purchase supplies that enhance the student experience. They have also taken the lead on providing parent education events focusing on ways to help families support healthy, engaged, and safe children. PTSA also support our Diversity, Equity and Inclusion parent group that is an extension to the wide variety of equity work happening on our campus.

The Performing Arts Foundation and Boosters also provides resources to our drama and athletic programs. Through their donations to Las Lomas, we are able to maintain these classes and teams. These programs strive to be inclusive and provide all opportunities for our students.

The Las Lomas community has a long tradition of active involvement in the school. Through the generous contributions of both time and money by school's numerous community partners including the Walnut Creek Education Foundation (WCEF), the Las Lomas Parent Teacher Student Association (PTSA), the Performing Arts Foundation (PEF) and the Athletic Boosters, Las Lomas is able to provide additional supports and services to all Las Lomas students. Annually, WCEF and PTSA set and meet ambitious fundraising goals to fund additional class sections and support programs throughout the school like science, visual arts and the wellness center. Like the PTSA, the PAFT also makes significant contributions on campus, providing music and theater arts teachers with physical and monetary assistance in many areas. Additionally, PAFT recognizes and rewards outstanding students for musical and theatrical achievements with scholarships. The Athletic Boosters is a mainstay of the Las Lomas school community. Through annual fundraising efforts, they help to maintain strong athletic programs and support the ongoing expenses and capital improvements needed to support athletes.

The City of Walnut Creek is also an active partner with Las Lomas. Annually the city provides a variety of opportunities for community service, public events, etc.

Local businesses are also involved with Las Lomas. The foundations, primarily WCEF, serves as the primary link between Las Lomas and the Walnut Creek business community. During our Homecoming week, we also have an evening downtown open to all where Las Lomas students perform, we hand out shirts to our "future knights".

These programs and organizations have allowed Las Lomas to continue to improve and innovate through our partnerships and working relationships.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,380	\$55,947
<b>Mid-Range Teacher Salary</b>	\$88,401	\$90,080
<b>Highest Teacher Salary</b>	\$113,168	\$117,121
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$146,364
<b>Average Principal Salary (High)</b>	\$168,421	\$164,633
<b>Superintendent Salary</b>	\$290,721	\$261,984
<b>Percent of Budget for Teacher Salaries</b>	35%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	39.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	2
<b>English</b>	7
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	4
<b>Mathematics</b>	10
<b>Science</b>	12
<b>Social Science</b>	16
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	52

## Professional Development

The Acalanes Union High School District utilizes an engaging and inclusive model of professional development. Working closely with teacher leaders and site administration, the Educational Services Department collaborates with teacher leaders and the site administrators to implement professional development programming that matches priorities identified through teacher feedback, student performance data, and the Local Control and Accountability Plan. To provide effective professional development, AUHSD utilizes experts from the Contra Costa County Office of Education, private consultancy groups, and local universities; in addition, AUHSD teachers and administrators frequently lead professional development sessions. Professional development opportunities in AUHSD include the following:

- Annual District and site-based professional development days (3 full days per year)
- Summer Institute (3 days) prior to the start of the school year
- Summer curriculum development sessions
- District and site-based curricular release days
- Wednesday and Friday morning site-based meetings
- Districtwide optional professional development days
- Districtwide after-school curricular projects
- Sessions led by instructional coaches – Teachers on Special Assignment
- Regional and national conferences and workshops (in-person and online)
- Training related to new standards and curriculum

As AUHSD staff participate in several initiatives related to curriculum, instruction, and student engagement, recent professional development sessions have addressed the following topics:

### Curriculum Development

- Course content and standards for English language arts, mathematics, science, and social studies
- Development of a new Ethnic Studies course
- Refinement of the Human and Social Development course
- Introduction of data science into the mathematics course pathways

### Learning Theory and Instructional Strategies

- Science behind student learning
- Effective instructional strategies, especially for the 90-minute class sessions
- Infusing 1:1 technology in the classroom to increase engagement and learning
- Expansion of project-based learning
- Grading practices that foster engagement and learning

### Academic Intervention

- Identifying needs of students not performing at standard
- Targeted academic interventions for students earning grades below a “C”
- Classroom and schoolwide systems for academic intervention

### Social Emotional Wellbeing

- Strategies to foster classrooms characterized by positive connections and support
- Social emotional learning strategies that help address issues related to academic stress

In addition to the professional development topics listed above, AUHSD has engaged in a concerted effort to identify and support students negatively impacted by the COVID-19 pandemic. AUHSD is also continuing to provide professional development that fosters inclusion and belonging for all staff and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3