

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Patrick Lickiss

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Las Lomas High School

(As it should appear in the official records)

School Mailing Address 1460 South Main Street

(If address is P.O. Box, also include street address.)

Walnut Creek

California

94596-5319

City

State

Zip Code+4(9 digits total)

County Contra Costa

State School Code Number* 053680

Telephone (925) 280-3920

Fax (925) 280-3921

Web site/URL www.laslomas.acalanes.k12.ca.us

E-mail plickiss@acalanes.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Mr. Jim Negri

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Aclanes Union High School District

Tel. (925) 280-3900

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mrs. Judy Carney

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature) _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ 4 High schools
 _____ 1 Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: _____ 7698
 Average State Per Pupil Expenditure: _____ 7645

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 15 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	172	220	392
2			0	10	210	192	402
3			0	11	222	192	414
4			0	12	188	190	378
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1586

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 14 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 8 | % Black or African American |
| 75 | % Hispanic or Latino |
| 75 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 7 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	46
(2)	Number of students who transferred from the school after October 1 until the end of the year	71
(3)	Total of all transferred students [sum of rows (1) and (2)]	117
(4)	Total number of students in the school as of October 1	1586
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 4 %
- | | |
|----|---|
| 68 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 15

Specify languages: Spanish, Vietnamese, Cantonese, Korean, Tagalog, Portugueses, Mandarin, Arabic, Farsi, Hindi, Punjabi, Russian, Thai, Rumanian, other

9. Students eligible for free/reduced-priced meals 3 %

Total number students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{107}$ % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>6</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>74</u>	Specific Learning Disabilit
<u>11</u>	Emotional Disturbanc	<u>10</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>78</u>	<u>0</u>
Special resource teachers/specialist	<u>4</u>	<u>8</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support Staff	<u>15</u>	<u>9</u>
Total number	<u>106</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of 27 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	96 %	1 %	96 %	97 %
Teacher turnover rate	13 %	4 %	5 %	7 %	14 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	29 %	22 %	16 %	25 %	18 %

Please provide all explanations below

The student drop-off rate can be explained in several ways. Las Lomas is next to an area of Walnut Creek that houses a very transient population. Every year, Las Lomas has the highest drop-off rate in the district because of this. Also, during the summer of 2005, the

district began a stringent residency verification process which led to almost 250 students being removed from Las Lomas because families lied about their residency.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	335	
Enrolled in a 4-year college or university	61	%
Enrolled in a community college	37	%
Enrolled in vocational training	0	%
Found employment	1	%
Military service	0	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Las Lomas High School, part of the award-winning Acalanes Union High School District, is a comprehensive high school with a wide variety of courses to meet the needs of all students, from Career Technical Education to Advanced Placement and support classes. Our school is the district's most diverse and hosts the EL program, creating a rich cultural experience for the entire Las Lomas community. We are proud of the fact that our school-wide Academic Performance Index for 2007 was 840, and it has been above 800 every year since the inception of API scores. In 2007, 98% of our graduates continued on to a two-year or four-year college or university and 340 students took 560 Advancement Placement Tests with 83% scoring 3 or higher. Ninety-nine percent of our current seniors have already passed the California High School Exit Exam. Our students earn high SAT scores as evidenced by a mean score in Critical Reading of 563 compared to a state mean of 501; Mathematics 585 compared to 518; and Writing 571 compared to 501. The Class of 2007 held nine National Merit Semi-Finalists and six Commended Students.

LLHS boasts extensive elective offerings highlighted by AP Human Geography, Japanese, Digital Arts, Engineered Drawing, Auto and Wood Technology, Electronics, Media Science, 3D Art, Work Experience, and Law Enforcement. Students are connected to school through a host of extra-curricular activities including performing arts, Academic Decathlon, and Model UN. Over 1000 students participate in over 50 school-sponsored sports. Recent athletic successes include the majority of teams qualifying for playoffs, a section championship in Football, a state champion in Wrestling, and Cross Country qualifying for the State Championship. Students also excel in fine arts, as exemplified by 29 students selected for County Honor Band. More than 400 students participate in 27 active clubs on campus including the Key Club which coordinates volunteer opportunities. Our seven-period day gives all students the opportunity to take additional electives or support courses to assure their success.

Our teaching staff consists of 78 Certificated teachers with an average 14 years teaching experience, four administrators, and four and one-half Counselors. Thirty staff members hold Master's Degrees, three hold Doctorate Degrees. Other support staff includes a nurse, psychologist, speech specialist, 504 Coordinator, and Crisis Counselor funded by the City of Walnut Creek and the Walnut Creek Education Foundation. Las Lomas is fortunate to have broad community support from parents, businesses, the City of Walnut Creek, the City Council, and the Walnut Creek Education Foundation, making Las Lomas a wonderful place to work and learn as evidenced in partnerships for programs such as 'Every 15 Minutes,' 'Career Day,' and 'Ethics Day.'

Our vision is expressed in the LLHS Mission Statement: 'It is the mission of the LLHS Community to attain high standards, meet the individual needs of all students and provide tools for life-long learning.' It is revisited annually as the guiding principle of our Single Site Plan and updated by staff, students and parents. All six ESLR's, the guide for all Courses of Study and course syllabi, recognize the needs of individual students, expressing our desire to educate them for life beyond high school.

Every student at LLHS is unique. The school continuously assesses student needs, establishes meaningful and challenging standards, and creates a learning environment where all students can succeed. We are proud of our accomplishments, including a six-year clear WASC Accreditation, selection by the California Business Foundation as one of the top schools in California for the third straight year, as well as being named one of the top high schools in America by Newsweek.

The 2005 Parcel Tax generously funded our commitment to student learning, ensuring diverse elective offerings, an additional academic counselor and site nurse. Thanks to a generous 2002 bond measure, our school facility is modern and clean, with upgrades to the cafeteria, theater, and sporting complexes, improved infrastructure and classroom technology, increased lab-classrooms, and renovated community areas. Classrooms are well-stocked with texts and supplies, promoting an atmosphere of students actively engaged in all aspects of learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The test results used for this report include the California Standards Tests in English Language Arts and Mathematics (CST) and the California High School Exit Exam (CAHSEE) for the past three years with school-wide scores including all English and Mathematics tests given that particular year (data available at <http://star.cde.ca.gov/>). LLHS students score consistently higher than state averages in all tests. For example, our ELA scores in 2007 showed that 76% of all students scored 'proficient or above' compared to the statewide average of 43%. Our 10th grade CAHSEE pass rate is about 95%, but that number climbs to over 99% by the end of 12th grade. Our efforts in assisting students who have not yet passed the CAHSEE have been very effective. Currently, only 4 seniors have not yet passed one or more sections of the test. As a result, our graduation rate is consistently high: for the class of 2007 it was 97%.

In 2007, the Mathematics section of the California Skills Test changed. Before this year, students took the specific math test equivalent to the level in which they were enrolled. Now, all students that are enrolled in Algebra or lower take the Algebra CST test. Naturally, we experienced a dip in these test scores as struggling students were tested for the first time on material they had not yet been taught.

Departments use common unit tests and district-wide common finals in History and Algebra I that are aligned to state standards ensuring consistency. The ELA department also shares assessment materials for several vocabulary, grammar and literature units. Current API data is disaggregated for individual teachers in core areas and reviewed each fall, allowing teachers to adjust their teaching strategies. In addition to disaggregation by student characteristics such as language, gender, ethnicity, socioeconomic status, and disability or GATE designation, data is disaggregated by test subtopic. This data drives changes in instruction. For example, recognizing a need to improve reading comprehension scores, ELA teachers have included more direct instruction and literacy strategies such as KWL. Specific student reports for all students not yet proficient are distributed to ELA teachers identifying students who need remediation and differentiated instruction early in the term. Our school site collects all student data site-wide in the Aeries Student Information Server, which can be accessed by staff from every networked computer on campus, allowing teachers, specialists, counselors and administrators to efficiently access a multitude of disaggregated data for specific students. Aeries includes data from a variety of testing sources such as CST, CAHSEE, CAT6, EAP, CAPA, CELDT as well as AP tests, and SAT data. Data includes raw scores, scaled scores, percentiles as well as transcript information and progress toward graduation. Our Math Department utilizes the Renaissance program not just in the support classes, but to assess student progress in appropriate math levels as well. In addition to support in Literacy and Math Intervention, the English Department has purchased research-based supplemental materials that frame learning in the same manner as the CST to better prepare students. Both the ELA and Math Departments hold after school drop-in tutoring programs staffed by our regular faculty for students requiring assistance. The data shows that many of our underperforming students have had a significant increase in their test scores, including 10% increase in ELA scores from our Hispanic/Latino and economically disadvantaged populations. While we recognize the need to continue working with all our underperforming populations, each subgroup still tests significantly higher than the state averages.

The Acalanes Union High School District's Committee on Grading created a comprehensive assessment system which includes multiple measurements that evaluate student achievement, clarify and communicate individual student progress and provide data for program improvement. Grading Standards and Guidelines for all core classes created uniform weighting of grades by category (i.e. homework, tests, group work). In addition to establishing standards and benchmarks for each subject, the district schools have developed rubrics and assessments to communicate student learning expectations and progress to parents. Among the instruments utilized are state and national tests, as well as district-wide assessments in Social Science and an English department writing rubric used at all grade levels.

2. Using Assessment Results:

Assessment results drive Las Lomas High School's instructional programs. The entire staff trains in standards-based instructional planning and academic literacy skills. Students are given placement recommendations based on testing data and previous course achievement, and, through collaboration with the partner elementary district, incoming students' CST scores. Instruction in our support classes is especially designed for skill-building. The Social Science and English Departments have incorporated CST and CASHEE-type questions into assessments to better prepare students. Yearly, each discipline in the Science Department adjusts the curriculum to address trends in CST scores, an instructional practice that

has improved biology CST proficiency scores by a minimum of 10% yearly.

Our School Site Plan has four data-driven and measurable goals targeting student success as measured by the CST, CAHSEE and CELDT. Goal #1 aims to decrease the percentage of 9th grade Algebra 1 students and 10th grade geometry students scoring at the basic level and below by 10% on the 2008 CST. Goal #2 targets increasing the percentage of 11th graders scoring at proficient and above by 5% on the 2008 ELA CST. Goal #3 is to increase the 2008 CAHSEE average essay rubric score for all reported subgroups by 5%. Goal #4 is to increase the percentage of EL students scoring at the Early Advanced Level by 10% on the CELDT. Since our goals are tied specifically to multiple sources of assessment data, a schedule of data collection is included to determine progress. Data from the CST, CAHSEE and CELDT, as well as classroom and department-wide assessments is reviewed annually. Action steps, timelines, funding support, as well as needed involvement of community members are all essential to aligning our goals with our Mission Statement.

Students whose scores on the CST or CAHSEE indicate the need are encouraged to enroll in Literacy 1, Literacy 2 and Math Intervention. Currently, 50 students receive remediation through these courses. Class size is limited to 15 students to further increase specialized instruction. LLHS staff is committed to helping every student reach, sustain, and exceed proficient levels in all academic areas.

3. Communicating Assessment Results:

LLHS uses individualized transcripts as student learning plans to give more than grades. They indicate individual progress toward graduation, assessment data and help determine needed intervention. Updated transcripts, graduation status and college eligibility information are provided each semester by counselors. Counselors meet with students who receive progress reports to recommend resources or outside intervention as needed. Freshmen who earn a D or F during the first progress report period are invited with their parents to attend the Student Support Night where staff outlines strategies and expectations, reviews support services, and a selected panel of older students shares personal experiences about achieving academic success. CAHSEE and CST data are used to identify students needing reading or math support. Individual meetings between all students and counselors occur throughout the year, twice as scheduled and then as needed, to discuss academic goals.

The school websites contain all courses of study, grading rubrics, and standards and benchmarks. The vast majority of teachers use an electronic grade book, which allows analysis of grades and individualized feedback for students, parents and other staff, as well as opportunities for emailing and posting grades so that student progress can be readily checked. When student CST or CAHSEE results specify less than proficient status, counselors meet with parents to implement available support.

Our PTSA reviews annual assessment data, including CST, CAHSEE and AP exam results. Additionally, the Principal reports assessment analyses at Board Meetings for the district and primary partner district. Current assessment results are addressed in the principal's monthly newsletter sent to the greater community, and our School Accountability Report Card, updated annually, is available on-line.

The extensive communication of our achievement data and support services has a positive impact on our student body as evidenced by an extremely high graduation rate, improving API scores, and success at post-secondary options for students.

4. Sharing Success:

Las Lomas High School is proud to share our education successes with other schools. For the past two years, our teachers have led professional development seminars in our District-Wide Summer Institute on topics from Curriculum Alignment to Webstreaming. Our technology coordinator teaches staff workshops on a variety of topics and has participated in presentations at the National Blackboard World Conference. Additionally, site staff conceived and crafted a Student Study Skills Handbook widely used not only by our student body, but by teachers and students throughout the district and partner districts as well. Similarly, site Social Science instructors led the way in developing a district-wide World History Assessment. LLHS hosts a popular AP Conference each summer where site teachers not only hone their advanced placement teaching techniques, but lead training for advanced placement teachers from all over the area. Our World Languages department chair is a renowned international expert for the AP French Exam, presenting workshops all over the country, serving on the exam writing committee, and acting as an annual exam reader. Site administration and many staff members regularly serve on WASC Accreditation teams, sharing successful ideas with schools both nearby and as far away as Korea and Japan.

Communicating our successes with the community is a strength as well. Regular weekly electronic communications are sent to students, parents and local business communities. Many communications are sent to subscribers throughout the entire district, illustrating LLHS successes with even larger communities. Student successes are regularly featured in the local press and our own widely-read student press. LLHS hosts a number of education seminars led by local experts on timely topics such as 'Living with your Teenager' and 'Completing College Applications' for parent and student communities.

Because LLHS is a high school only district, we are pleased with the articulation we have developed with our partner districts. Site counselors and teachers work regularly with local middle schools to ensure students are prepared for the challenges and opportunities available to them in high school. Sharing successful teaching strategies and innovative programs such as the Renaissance Math program help ensure all students succeed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Las Lomas High School community continuously refines the vision of what all students are expected to know upon graduation. Teachers collaborate to write courses of study for all academic and elective classes, aligning expectations with state standards and benchmarks to ensure all students receive appropriate, effective curriculum to prepare for the CAHSEE and increase achievement on the CST.

LLHS has rigorous graduation requirements including four years of English Literature and Writing, two years of mathematics including Algebra I, one year each of biological and physical science, one year each of World History/Geography, US History, and US Government & Economics, one year each in at least two of the following: Foreign Language, fine arts, and CTE, and two years of Physical Education. As 98% of our graduates continue to two or four-year schools, the majority of students' course selections reflect significant additional math, science, advanced placement and elective courses.

Our course catalog offers 16 advanced placement courses, including a new AP Human Geography course, and seven honors courses open to any interested students, and a host of enrichment courses at the local community college. Our students in advanced courses are very successful, with over 80% passing attempted AP tests each year compared to about 50% nationwide.

In addition to a College Preparatory English requirement of four years, students can select honors and AP level upper division English courses, and a variety of English elective offerings such as Creative Writing, Public Speaking, Media Studies, and Journalism. Likewise, in addition to Social Science graduation requirements, LLHS offers significant additional offerings including Psychology, Law Enforcement (taught by a local Police Officer), AP Human Geography, AP European History, as well as AP Government and Economics. In World Languages, LLHS offers beginning through advanced levels, including honors and advanced placement for French, Spanish, and Japanese.

Students at LLHS have many Mathematics offerings to meet their needs. Typically, students begin with Algebra or Geometry, then Algebra 2/Trigonometry, Pre Calculus, and Calculus. Additionally, students can take Math Analysis, honors and advanced placement offerings, or math intervention and pre algebra for additional support. Class size in support courses is kept at an average of 23 students. LLHS Science offerings include biology, chemistry, physiology, physics, geology and Advanced placement levels of biology, chemistry and physics where students conduct hands-on and computer-based laboratory experiments.

LLHS is proud to offer a wide selection of Visual and Performing Arts classes including an award-winning music program with courses in Concert Band, Symphonic Band, Wind Ensemble as well as AP Music Theory, choral music, and a drama program. We offer a full complement of art courses including 3D Art and AP Art. Beyond the two years of required Physical Education, many students take additional PE courses such as weight training, sports medicine, and new next year, yoga. Additionally, a substantial part of PE's core curriculum deals with health and nutrition studies.

Special Education students are supported using the collaborative model. Additional courses in Learning Skills and Literacy further the support, allowing special education students to benefit from the broad range of courses offered at LLHS. Our ELD students have the opportunity to take all course offerings as well as receive specialized support in our SDAIE and ELD courses in levels 1 through 3.

In addition, LLHS offers a full range of 15 challenging Career & Technology Education courses including Electronics, Computer-Assisted-Design, Digital Arts Web Design, Auto Technology, Work Experience, and Computer Science. In 2007, 836 students are participating in our CTE program.

With an extremely low drop-out rate and rigorous academics, LLHS graduates leave with a meaningful degree and skills for their next endeavor be it college or technical education. The continuing growth in our API score is testament to the school-wide commitment to help all students achieve proficiency in academics, and student involvement in diverse elective and extracurricular offerings shows our commitment to educating the entire student, from sports, to the arts, to service learning.

2b. (Secondary Schools) English:

Las Lomas High School English courses are aligned with state Standards and Benchmarks, providing standards-based instruction for all students. Additionally, English teachers have aligned specific grammar, vocabulary, reading and writing curricula for each grade level with state standards to ensure all students receive comparable instruction. To supplement core texts, instructors rely on differentiated instruction, ensuring a wide variety of instructional methods. Instructors take advantage of weekly collaboration time to share best practices and create common assignments and assessments, including our school-wide Career Research Projects for sophomores, the Senior Project Research Paper and meaningful Outside Reading projects for all grade levels. Class size reduction at both the freshman and sophomore levels allows teachers to focus on differentiating instruction for no more than 24 students per section. Every student is required to successfully complete four years of English and may select from a variety of additional English electives including honors and advanced placement courses, Journalism, Creative Writing, Public Speaking, and Media Studies.

LLHS is committed to helping every student succeed with a full complement of intervention support courses offered. Literacy 1 is designed for freshmen scoring in the 20-50% range on the CST and endeavors to assist students not being served by Special Education. Literacy 2 offers CAHSEE remediation for juniors and seniors needing to pass the ELA portion. With an enrollment average of 15 students in intervention classes, teachers modify assignments based on individual needs. LLHS is piloting a web-based CAHSEE remediation program through Advanced Academics. Students pre-test, identifying weaknesses and then navigate an individualized program of remediation. Immediate feedback is given on assessments, while the teacher monitors progress and works individually with students to reinforce concepts. Additionally, the Department offers writing workshops and tutoring after school.

Our efforts in remediation have been very effective. Of 2008's 375 seniors, only three have not yet passed the ELA section of the CAHSEE test and are currently enrolled in a support class. Our CST results also confirm our commitment to all students. Of the past five years, our API scores have shown positive growth in the ELA every year, including an 11% improvement last year in our 11th grade students. Our 2007 CST scores show that fully 76.3% of our students are proficient or above in ELA.

3. Additional Curriculum Area:

All Social Science courses at Las Lomas High School are aligned with state Standards and Benchmarks, and often exceed these standards. In accordance with our school mission, LLHS also offers many social science electives including Psychology, Law Enforcement, AP Human Geography, and AP European History. Students have the ability to take AP US History and AP US Government instead of the regular college preparatory courses. SDAIE support classes are offered in all required Social Science courses. In World History, the maximum class size is limited to 22 to allow teachers to focus more attention on each student's individualized needs. As a result of the district-wide Committee on Grading, all courses have grading standards and guidelines. For example, the committee recommended that all US Government classes weight assessment as 65-75% of the total grade and adopted rubrics for writing in Social Science. LLHS Social Science teachers spearheaded and were key in designing and implementing the district-wide year-end assessment in World History, and following its success, in US History, Government and Economics as well, now used to test all 5000 students in the district.

Yearly, members of the Social Science department meet to analyze state test results, disaggregated by teacher, subject and standard. Using this data, teachers plan curriculum addressing concerns and collaborate throughout the department ensuring all students achieve high standards. Writing and technology standards are woven throughout the Social Science curriculum. For example, all World History students complete a research project, learn to answer essay prompts, and create projects using presentation software.

Technology is integral to the curriculum in Social Science with all classrooms equipped with LCD projectors and document cameras, allowing teachers to reach students in varied ways as well as allowing students to share their work instantly with classmates. On any given day, in a social science classroom at LLHS, students may be found caring for flour babies, constructing city models, debating UN resolutions, and creating multi-media research projects to teach their peers. Nearly one-third of LLHS students have chosen to engage in a social science course above and beyond the required courses, highlighting the rich academic experiences available.

4. Instructional Methods:

Our teachers use varied teaching approaches to meet the learning needs of all students. Through many staff development activities, teachers have been trained in different methods, such as chunking, word-splash, backwards planning, graphic organizers, and SDAIE practices. Professional leaders, including Kate Kinsella and the UC Berkeley Social Studies Literacy Project, have trained teachers at LLHS in new instructional methods.

Real-world applications and experiences, important aspects of our curriculum such as Career Day and Job Shadowing, impact the entire student body. The AP Government classes participate in Urban Plan, exposing students to city planning professionals and government officials in hands-on simulations. Project-based learning is used throughout the campus. English students create a self-designed Senior Project requiring research and community involvement with a mentor. Students attend Physics Day at Six Flags Marine World and conduct studies related to the rides. Biology classes undertake outside projects including bird-watching, ecosystem analysis, and other experiments. Science and Tech Ed classes invite working scientists, engineers and medical professionals to address students about related careers.

Committed to standards-based instruction, all courses of study at LLHS have been aligned with the California State Standards. Instruction is delivered in a variety of methods to ensure differentiation for each student. Student learning is evidenced in traditional assignments such as essay writing and class discussions as well as student-centered activities such as multimedia presentations, hands-on labs, and portfolios.

Teachers use a variety of innovative teaching tools including the widespread use of Aversion in math classes, Smart Boards in Science and the prevalence of LCD projectors to blend technology applications with classroom learning. Well-supported remediation programs assist students who show achievement gaps. The Renaissance software program, Advanced Academics CAHSEE preparation software, and Longman's Dictionary Glossaries are examples of tools used to improve student achievement on the California Standards Test and other assessments. Additionally, specific intervention classes and multiple levels of math below algebra have been funded to ensure all students improve.

5. Professional Development:

Through consistent and ongoing professional development, peer collaboration and teacher support, Las Lomas staff continually participates in activities reinforcing their own excellence and thus, improving student achievement. Three professional development days are built into the annual calendar, and staff electively participate in a week-long staff development 'Summer Institute' coordinated by the district. Teachers who do not participate in the Institute do not miss out on technology and other essential training, as all staff members have access to Blackboard.com learning modules, and all new teachers are offered training on utilizing this powerful resource. Staff members have unlimited on-line access to self-paced, self-directed technology courses aligned with the school's current software programs as well as daily access to an on-site technology mentor. Additionally, the Walnut Creek Education Foundation compensates LLHS teachers fiscally for participating in technology workshops.

On campus, professional development activities are planned by the Academic Task Force, established to address Focus on Learning Critical Academic Needs, SSP Goals, and our ESLRs. Recent whole staff development workshops have included literacy across the curriculum, reading comprehension, diversity training, using the Students of Success handbook, technology, and assisting EL students. During two staff development days last fall, staff members participated in courses such as curriculum development and CTEL training, and the English department participated in writing and rubrics workshops presented by the Bay Area Writing Project. Annually, LLHS's SSC compensates teachers for attending conferences and linking content to the ESLRS, SSP goals and Critical Academic Needs.

LLHS's innovative Wednesday late start schedule provides staff opportunities to meet and articulate regularly. At least two meetings a month are devoted to departmental or grade level collaboration. New teachers meet monthly with an on site New Teacher Mentor as well as with their BTSA coaches. Tenured teachers who receive less than satisfactory evaluations participate in the Peer Assistance and Review program. By devoting their time to participating in staff development and providing peers with support, Las Lomas' staff continuously reinforces their vitality, and demonstrates that their excellence does not end when the school day does.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 9 Test California Standards Test

Edition/Publication Year 2004-2006 Publisher STAR

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	78	78	80		
% "Exceeding" State Standards					
Advanced	53	50	54		
Number of students tested	391	419	445		
Percent of total students tested	99	98	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	77	75	82		
% "Exceeding" State Standards					
Advanced	65	38	71		
Number of students tested	49	52	45		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	74	73	68		
% "Exceeding" State Standards					
Advanced	41	45	33		
Number of students tested	407	384	408		
Percent of total students tested	98	97	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	68	76	53		
% "Exceeding" State Standards					
Advanced	30	55	23		
Number of students tested	50	38	44		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	77	65	70		
% "Exceeding" State Standards					
Advanced	50	38	39		
Number of students tested	361	356	410		
Percent of total students tested	96	97	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	68	76	53		
% "Exceeding" State Standards					
Advanced	30	55	23		
Number of students tested	50	38	44		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	43	53	46		
% "Exceeding" State Standards					
Advanced	14	14	16		
Number of students tested	385	413	440		
Percent of total students tested	98	97	96		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	69	63	63		
% "Exceeding" State Standards					
Advanced	29	23	36		
Number of students tested	48	52	45		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	28	38	30		
% "Exceeding" State Standards					
Advanced	6	10	6		
Number of students tested	402	361	387		
Percent of total students tested	97	91	93		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	38	58	39		
% "Exceeding" State Standards					
Advanced	14	31	10		
Number of students tested	50	36	41		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	28	24	28		
% "Exceeding" State Standards					
Advanced	9	6	5		
Number of students tested	349	324	378		
Percent of total students tested	93	89	90		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	56	39	49		
% "Exceeding" State Standards					
Advanced	24	13	13		
Number of students tested	34	38	45		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Combined	Combined	Combined		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Passed	95	91	93		
% "Exceeding" State Standards					
N/A					
Number of students tested	414	456	441		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian					
% "Meeting" plus % "Exceeding" State Standard					
Passed	88	79	83		
% "Exceeding" State Standards					
N/A					
Number of students tested	52	53	46		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					