



# **LA COSTA CANYON HIGH SCHOOL SELF-STUDY REPORT**

**One Maverick Way  
Carlsbad, California 92009**

**San Dieguito Union High School District**

**October 22-25, 2017**

***Be the difference, be the change, be a Maverick***

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2016 Edition**

# San Dieguito Union High School District

710 Encinitas Boulevard  
Encinitas, California 92024  
760-753-6491  
<http://www.sduhsd.net>

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# **La Costa Canyon High School**

One Maverick Way  
Carlsbad, California 92009  
760-436-6136  
<http://lc.sduhsd.net>

## **Administration**

Mr. Bryan Marcus, Principal  
Ms. Jaime Garman, Assistant Principal  
Mr. Justin Conn, Assistant Principal  
Mr. Jeremy Meadows, Assistant Principal

Kari DiGiulio, Athletic Director  
Casey Rector, Activities Director

## **Counselors**

Randa Fast-Medley, Chair  
Danielle Martinez  
Lori Musel  
Melissa Hernandez-Cyr

## **WASC Leadership Team**

Mr. Bryan Marcus, Principal  
Mr. Justin Conn, Assistant Principal  
Erika Wanczuk, Self-Study Coordinator  
Christina Holland and Randa Fast-Medley--Organization, Vision and Leadership  
Thea Chadwick--Curriculum  
Michelle Anderson and Cindi Schildhouse--Instruction  
Erin Charnow and Paul Giuliano--Assessment and Accountability  
James Teague and Elizabeth "Lizzy" McNally--Support and Culture

# Focus Groups

Chapter Four Focus	A: Organization	B: Curriculum	C: Instruction	D: Assessment	E: Support & Culture
<b>Group Leaders</b>	<b>Randa Fast-Medley Christina Holland</b>	<b>Thea Chadwick</b>	<b>Michelle Anderson Cindi Schildhouse</b>	<b>Erin Charnow Paul Giuliano</b>	<b>James Teague Lizzy McNally</b>
English	Speed Farris Nicole Housen Sarah Steele	Lauren Monahan Chalise Farr Marianne Tan* Cielle Summy**	Stacy Hardcastle* Janet Berend Michelle Challis-Hall**	Matt Cunningham Karen Franke* Kathryn Stevens**	Jamie Ritchie* Jill Lax Cameron Martin**
Math	Antonio Ballesteros* Sue Atkinson	Jacqueline Teague Bryan Anderson Julie Silverwood	Sherril Brice* Katherine Ellis Katie Martinez	Joe Zyburt Adam Witzmann** Leslee Villalobos**	Bob Sisler Leo Fletes Craig Griesemer
Science	Mark Brubaker Emily Steward	Alyson Thile Katie Stapko	Tiffany Sejut David Sills	Lindsey Geissler-Carlyle David Evers	June Honsberger
Social Science	Dave Cassaw Angie Groseclose Doug Heflin	Joe McCormick* Jobi Denyes Dallas Hartley**	John DiGiulio Lucia Franke	James Etheridge Caitlin Eichlin	Justin Machado Bill Vice
World Language	Kathryn Francois	Melanie Emr	Ryan Giusta	Nan Mijares Lara Antkowiak	Analuz Ramirez-Palomo
Counseling		Danielle Martinez		Lori Musel	Lisa Levario* Melissa Hernandez-Cyr**
VPA	Ron Lenc	Brooke O'Neill Dan Salas*	Brad Golden	Megan Ratliff	Marsha Rushing* Haley MacKenzie Silvia Weidmann**
CTE		Debbie Elliott* Laura McCormick**	Dwayne Buth	Shannon Essrig*	
PE	Mario Flores		Morgan Overman	Sean Sovacool	Kasey Galik
Special Education	Christina Holland Casey Sovacool Bethany Britt	Tish Zitman Anne Christoff	Scott Jay Ryan Gold Brandon Bejarano	Nancy Riggs* Damian Wallace	Curtis Fillmore Olivia Lea Carolyn Nunziato**
Other esteemed faculty	Kari DiGiulio Joe Olesky	Monica Cordova Graciela Sanchez*	Chelsea Griffin Racquel Blancaflor	Lisa Krassny Terri Storch	Casey Rector Tiffany Findell Vincenzo Tarantino**
Administration	Bryan Marcus	Justin Conn		Reno Medina* Jeremy Meadows**	Jaime Garman
Parents	Lori Roth	Susan Hellrigel Maureen Hammock	Carmen Hamson Carolyn Chan	Debbie Pinter Derryl Acosta	Laura Greer Charito shook Korri Ball
Students	Austin Mangold Lucas Thile Rae'Bel Neary Galilea Machain	Brenda Castillo Elizabeth Matuozzi Karli Schmitt Jacob Kohn Jenna Weber Julia Palomo	Nicole Rollinson Rex Repaire Mikayla Herrera* Sydney Clifton Amira Flores-Banuelos	Juan Duran Eva Sophia Meija Palmer Turnbull Kat Hammock	Yeimi Lopez Lopez Yesenia Ruiz Santiago Erin Turner
Classified	Sara Nuschy-Smith Ambrose Quebedeaux Debbie Quebedeaux Rosie Prine Marlene Hein Katherine Macon Lynn McKeon Margaret Rubenstein Vanessa Magana Judy Mendez Kristin Jenkins	Debra Dubs Sharon Sorenson Maria Simonova Dietrick Adams Jeri Robinson Patricia Boatner E. Chapmanburke Tim Snedeker Allisen Peterson Mary Hellmann	Corinna McGraw Norma Villa Trey Harvey Linda Barber Amalia Valdez de Chairez Maria Becerra Chris Morton Christine Ayers Laura Morales Kathy Macon	Nancy Wease Rosa Flores Rolando Balderas Dawn Jones Robert Juve Barbara Richards Katie Scherer Margarito Benitez	Lori Branson Susie Gardner Judy Johnson Thikra Yousif (cafe) Jake Waldron Beckett Johnson Shaylee Zeller Bridget Hubbard Mike Artinian* Dan Dalagar*
* 2016-2017 school year **2017-18 school year					



## Home Group Leaders/Department Chairs

English	Thea Chadwick, Erika Wanczuk
Math	Michelle Anderson
Science	Cindi Schildhouse
Social Science	Paul Giuliano
World Language	Ryan Giusta
Counseling	Randa Fast-Medley
Visual and Performing Arts	Ron Lenc
CTE	Debbie Elliott, * Dwayne Buth
Home Economics	Chelsea Griffin
Physical Education	Mario Flores
Special Education	Christina Holland

## Classified Staff

Campus Supervisors	Lori Branson, John Cavoulas, Darryl Ceasar
Athletic Secretary	Nancy Wease*, Charlin Grogan**
Receptionist	Kristin Jenkins
Administrative Secretary	Judy Johnson (Attendance); Sharon Sorensen (Assistant Principal) Debra Dubs (Assistant Principals)
Health Technician	Corina McGraw
Secretary (Counseling)	Judith Mendez
Administrative Assistant (Principal)	Sara Smith
Registrar	Norma Villa
Custodians	Aurelio Arechiga, Scott Otto, Ambrose Quebedeaux (school plant supervisor)
Accounting Assistant (ASB)	Suezan Gardner
Learning Commons Technician	Rosie Prine
Nutrition Services	Dietrick Adams, Rolando Balderas, Linda Barber, Cesar Prado, Debbie Quebedeaux (Supervisor), Amalia Valdez de Chairez, Thikra Yousif
Athletic Trainer	Jacob Waldron
Instructional Assistants (Special Education)	Tania Arreguin, Christine Ayres, Maria Becerra, Elizabeth Chapman-Burke, Justin Graeber, Marlene Hein, Mary Helmen, Bridget Hubbard, Dawn Jones, Robert Juve, Kathy Macon, Vanessa Magana, Laura Morales, Christopher Morton, Vanessa Ramos, Meredith Reeve, Barbara Richards, Margaret Rubenstein, Marisa Sabin, Kathryn Scherer, Timothy Snedeker, Janice Spector, Cheri Wengronowitz
Theater Technician	Fernando Robles

\*2016-17 school year

\*\*2017-18 school year

## **Parent Group**

Derryl Acosta  
Korri Ball  
Carolyn Chan  
Laura Greer  
Maureen Hammock  
Carmen Hamson  
Susan Hellrigel  
Kim Ikehara  
Debbie Pinter  
Lori Roth  
Charito Shook

## **Student Group**

Casey Rector (facilitator, Activities Director)  
DiGiulio, Kari (facilitator, AVID teacher and Athletics Director)  
Brenda Castillo  
Sydney Clifton  
Savannah Duarte  
Juan Duran  
Amira Flores-Banuelos  
Kat Hammock  
Mikayla Herrera  
Jacob Kohn  
Yeimi Lopez Lopez  
Galilea (Gali) Machain  
Austin Mangold  
Elizabeth (Beth) Matuozzi  
Eva Sophia Mejia  
Rae'Bel Neary  
Julia Palomo  
Rex Repaire  
Nicole Rollinson  
Yesenia Ruiz Santiago  
Karli Schmitt  
Lucas Thile  
Palmer Turnbull  
Erin Turner  
Collin Wagstaff  
Jenna Weber

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# Preface

La Costa Canyon High School's self-study process began in earnest in the spring of 2016. During this time period, the principal established the self-study coordinator. The self-study coordinator, the principal, and the assistant principal overseeing the WASC process established the leadership team and focus group leaders. The self-study coordinator and the assistant principal overseeing WASC started gathering data. The self-study coordinator started establishing general and specific timelines for the self-study process, and oriented the leadership team to the self-study process. Finally, the self-study coordinator oriented the school staff to the self-study process.

In the summer of 2016, the self-study coordinator continued to plan the self-study process for the 2016-17 school year, to gather data, and to meet with focus group leaders.

In the fall of 2016, the self-study coordinator and the assistant principal in charge of WASC established the parent home group, the student home group, and the classified home group; the certificated teachers met with their respective department as their WASC home groups. All stakeholders met in their home and focus groups throughout the fall. The self-study coordinator wrote chapters one and two of the self-study, providing access to staff via Google Drive, and encouraging comments and additions from the staff. The self-study coordinator also reported on progress and gathered feedback at the department chair meetings.

Focus groups and home groups met from September 2016 through February 2017. The process was set up as a "jigsaw"; that is, the members of each focus group met to discuss their chapter 4 area and found gaps in their information, so they then went to their home group to help fill in those gaps, and reported the information back to their focus group. The data review and analysis occurred during these meetings. Staff looked at the previous self-study report from 2011, and examined how the school had progressed in the last six years. The themes and critical learner needs then started to emerge. The leadership team, which included focus group members, met periodically to discuss the themes and collaborate on all the chapters. The focus group leaders took information and analysis gathered from the meetings back to their focus groups.

In the spring of 2017, after the home and focus groups had completed their work, the leadership team, including focus group leaders, met to discuss and collaborate on the action plan.

Date & Time	Focus
<b>Semester One</b>	
Tuesday, April 19, 2016 Late Start meeting	All-staff Orientation
Wednesday, May 25, 2016 @ 2:40	Focus Group Leader Orientation
Monday, August 22, 2016	Department Chair (home group leaders) and Focus Group Leader Meeting
Friday, August 26, In-service 9:30-10:30	Focus Group Meeting #1
Wednesday, September 14 @ 2:45pm-3:45pm	Focus Group Meeting #2
Monday, September 19 @ 1:27pm-2:35pm	Home Group Meeting # 1
Wednesday, October 5 @ 2:45pm-3:45pm	Focus Group Meeting #3
Monday, October 17 @ 1:27pm-2:35pm	Home Group Meeting #2
Thursday, October 20, @ 2:40-3:40	Leadership Team Meeting
Wednesday, October 26 @ 2:45pm-3:45pm	Focus Group Meeting #4

Date & Time	Focus
Wednesday, November 9 @ 2:45pm-3:45pm	Focus Group Meeting #5
Monday, December 12 @ 1:27pm-2:35pm	Home Group Meeting #3
Wednesday, January 18 @ 2:45pm-3:45pm	Focus Group Meeting #6
<b>Semester Two</b>	
Monday, February 6 @ 1:27pm-2:35pm	Home Group Meeting #4
Tuesday, February 21; all day	Leadership Team Meeting
Wednesday, February 22 @ 2:45pm-3:45pm	Focus Group Meeting #7
Thursday, April 20 @ 2:40-3:40	Leadership Team Meeting
Wednesday, May 10 @ 2:40-3:40	Leadership Team Meeting
Wednesday, May 24; all-day	Leadership Team Meeting
August 25, 2017 In-service	WASC Update; all staff
October 9, 2017 @ 1:27	WASC visit preparation; all staff
WASC VISIT Oct 22-25, 2017	Home Group Meetings Focus Group Meetings



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# Chapter One: School and Community Profile

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## A. General Background and History

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### Community

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La Costa Canyon High School is a student-centered educational community located in south Carlsbad, and is the northernmost high school campus in the San Dieguito Union High School District, which serves the coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad. According to usboundary.com, which uses the 2010 census, the total land area, in square miles, of the district is 80.71. It opened in the fall of 1996 with grades nine through twelve. To accommodate growth, a new building with 12 additional classrooms was opened in the fall of 2001. The community served by the school is mainly one of affluent professionals in managerial, sales and other business-related fields, resulting in a population that remains largely white-collar. The educational level of the school's community is well above state average; approximately 80% of parents of LCC students hold bachelor's degrees or higher-level degrees.

### Summary

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LCC has developed a recent commitment to student wellness and has incorporated Wellness Days starting in the '15-'16 school year. The culture of the community is highly competitive and driven to educational success; as such, many students take several Advanced Placement classes and other cognitively and creatively demanding classes, thus experiencing stress and other issues related to stress. LCC has also started Mav Opportunity Days for the '16-'17 school year, during which students take time to catch up on classwork, and counselors and school psychologists counsel parents and families.

The enrollment at LCC has been declining in recent years, from 2,295 students in 2011 to 1,894 in 2015. The 2016-17 school year started with approximately 1,900 students. The economic downturn beginning in 2008 caused many families to move to more affordable areas. In addition, inter-district transfer students have not been accepted in recent years - something that will change in the '17-'18 school year. The high schools in the San Dieguito Union High School District are schools of choice, meaning that students can choose whichever high school they would like to attend; in years prior to 2016, many students have opted to attend other high schools in the district. However, in 2016, almost the same percentage of students opted to attend LCC as the other nearest high school in the district. In the last two years, enrollment has been reasonably stable.

In the 2015-16 school year, LCC began the application to become an International Baccalaureate World School. The initial application was accepted, and LCC is currently in the candidacy phase in preparation for an IB Diploma Programme that would potentially begin with the start of the 2018-19 school year.

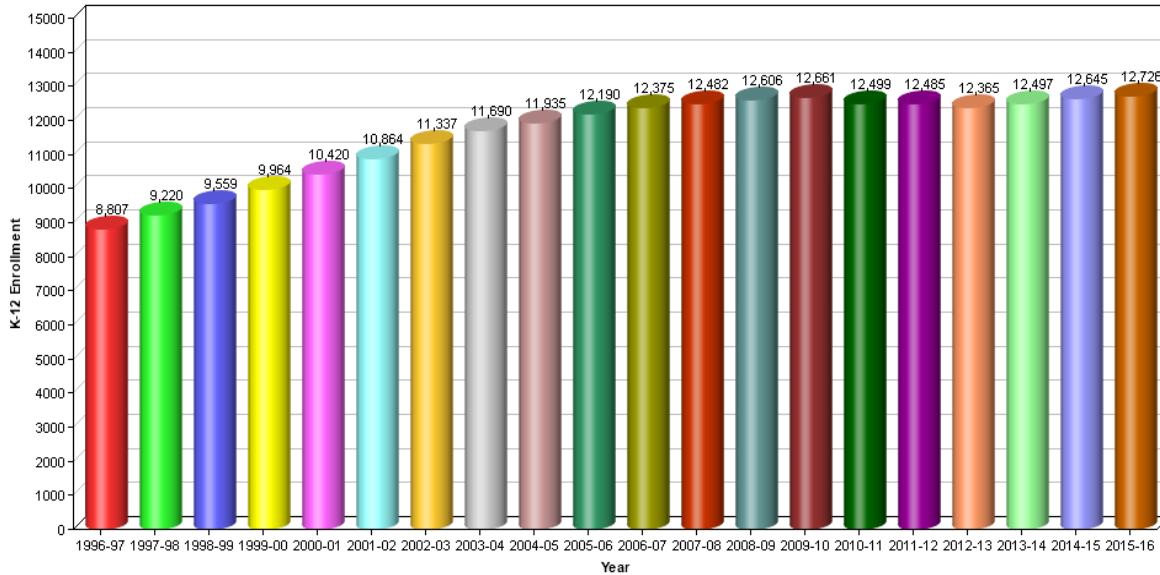
As shown in the two graphs below, the total enrollment for all schools in the district has been rising, but the enrollment for LCC has been declining. However, district data collections reveal that the north end of the district historically has lower enrollment than the south end of the district, but both the south and north ends' enrollment has been steadily rising since 2014. Please see the table below:

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
North End	3879	3731	3685	3653	3722	NA
South End	4525	4515	4609	4743	4857	NA



## Enrollment Over Time: San Diegoito Union High School District

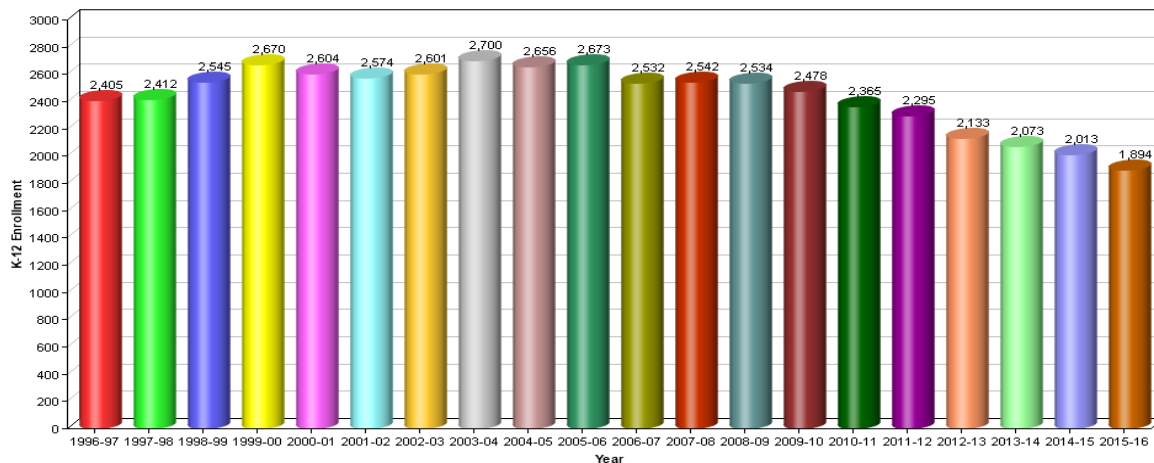
Source: CDE



ChartDirector (unregistered) from www.advsofteng.com

## Enrollment Over Time: La Costa Canyon High School

Source: CDE



ChartDirector (unregistered) from www.advsofteng.com

LCC is extremely fortunate to have active parent involvement. The major parent group is the LCC Foundation (a 501(c)3 non-profit organization). The Foundation's goals are to help LCC provide a positive learning environment for all students and to be the link between the school, community, and parents.

From 2011 to 2016, or since the last WASC self-study, they have allocated approximately \$330,000 for teachers, department, and school improvements. In 2016, the Foundation has allocated over \$70,000 dollars for grants for teachers and departments at LCC, and over \$20,000 for school improvements. As of October of 2016, the Foundation has raised over \$50,000 for school programs, and as of June 2017, they have exceeded their lofty goal of raising \$100,000 for the school.

The Foundation grants enable teachers and departments to purchase classroom supplies and technology that may not be funded from other sources. For example, in 2015, the Foundation gave the Journalism program a generous grant that allowed students to attend a conference in Orlando to learn about their craft and network with other students, schools, and professionals; in 2014, the Foundation enabled the class to buy a camera to broadcast the news to the student body. The Foundation bought e-books for the World Languages department that allow the teachers and students to supplement their textbooks and explore contemporary culture in Spanish and French. The Foundation granted the Engineering program money to buy a 3-D printer that allows the students to build their designs using state-of-the-art prototyping techniques.

The Foundation supplied money to buy “Pi-Day” pencils for all the students to promote the history and importance of math; it also supplied money for the Math Club competitions and for Calculus and Statistics Camps. The Foundation granted money to the AP Art History class for needed art supplies because, while the class is primarily a history class, when students try the techniques applied by the masters--learning by doing--they gain a deeper appreciation for and understanding of the art. The Foundation grants the science department tens of thousands of dollars each year to buy needed consumable supplies, such as consumables for biology, chemicals for chemistry, building materials for physics, and dissection materials for AP Biology and Anatomy & Physiology, and so on. In 2016-17, the foundation granted: approximately \$12,000 to the science department for lab equipment, almost \$5,000 to the math department for calculators and Calculus Camp, \$6,000 to the engineering classes for robotics equipment, \$10,000 to the art department for art supplies and equipment, \$2,000 to the AVID program, and \$5,000 to the Academic Enrichment Program. The Foundation also supplied the school with a grant to run CommUnity Days. Furthermore, the Foundation funds: the after-school tutoring program; assemblies for parents and students such as the Drug and Alcohol Prevention Assembly in the spring; and items for campus beautification such as theatre upgrades, outdoor benches, tables and chairs, awnings, and signage. The Foundation also provides the principal a Vision Fund to provide for professional development such as teacher conferences, collaboration time, and morale-boosting items and events.

In addition to raising money, the Foundation staffs hundreds of volunteers at events throughout the school year, including but not limited to, school business days in the summer, dances, Grad Night, and Freshman Orientation. The Foundation also provides food for teachers’ luncheons, Teacher Appreciation Week and other functions. Lastly, the Foundation organizes activities and information nights for parents. According to Foundation sign-up records, the total parent volunteers for sign-ups, over the past two years, is 693. However, many of the same people volunteer for multiple events.

ELAC, or English Language Advisory Committee is another parent organization that provides important information to the school for decision-making purposes. ELAC meets three times per year to advise the principal and staff on programs and services for English Language Learners, and to advise the School Site Council of the developments of the English Learner Master Plan. In the 2016-2017 school year, the district ELAC met on October 11, 2016, January 31, 2017, and April 25, 2017. In the 2015-16 school year, the LCC ELAC met in October, February, and May.

LCC is also involved with the community through the WorkAbility program. LCC provides pre-employment skills training, worksite training, and follow-up services to students who are in the special education program and who are making the transition from school to work. The California Department of Education, Special Education Division, funds the program. LCC also provides students work experience with the Internship/Work Experience program. Students choose their internship experience and average five hours per week training in their internship position. Students have been placed in area hospitals, animal hospitals and veterinary clinics, physical therapy clinics, and the Birch Aquarium, to name a few. Students meet once per week with the teacher for lessons on work experience, to turn in their homework, to turn in their Weekly Time Report card from the supervising mentor at the job site, and to reflect on what they learned and accomplished during the week at their job site.

## Staff Description

LCC has 95 certificated staff members, including teachers, a substance abuse (READI) counselor, school counselors, psychologists, and WorkAbility employees. LCC has 26 full-time classified staff members, including the athletic trainer, cafeteria workers, campus supervisors, clerical staff, custodial staff, the library technician and the theater technician. There are numerous additional part-time classified staff. LCC has four qualified school counselors. Pupil support services personnel include: two school psychologists, one substance abuse (READI) counselor, one social worker, one speech therapist, three assistant principals, two WorkAbility staff members, and 21 instructional assistants. La Costa Canyon High School neither employs its own substitute teachers, nor has substitute teachers on-call. SDUHSD employs 194 certificated substitute teachers. In terms of gender, the administration team consists of three males and one female. The school counselors are all female. Teachers include 33 males and 54 females.

### Ethnicity of staff

Source: District Data Collections; reported February 2017

Ethnicity	Certificated	Classified	Total
Black or African American	1 (1%)	1 (2.3%)	2 (1.42%)
Asian	0 (0%)	1 (2.3%)	1 (.71%)
Filipino	1 (1%)	0 (0%)	1 (.71%)
Hispanic or Latino	13 (13.4%)	10 (23.2%)	23 (16.42%)
White	82 (84.5%)	31 (72%)	113 (80.71%)
Total:	97	43	140

## WASC Accreditation History

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### **Mission:**

La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive lifelong learners.

### **Vision:**

At La Costa Canyon High School, we believe in building a school community of lifelong learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures.

### **LCCHS Expected Schoolwide Learning Results (ESLRs)**

La Costa Canyon High School graduates will be:

- I. Students who will acquire a basic knowledge consistent with state standards.
- II. Capable and Responsible Citizens Who:
  - understand and appreciate their roles and responsibilities in our democratic society
  - are responsible and accountable for their actions and choices
  - demonstrate concern, tolerance, compassion, and respect
  - understand the impact of human activities on the environment
  - actively provide service to both the school and local communities
  - understand the choices necessary to develop a healthy lifestyle
- III. Self-Directed Lifelong Learners Who:
  - are able to analyze and evaluate their own learning
  - ask questions in order to solve problems
  - are committed to excellence in their work
  - understand the importance of new experiences and continual education
  - demonstrate creative thought in problem solving
  - possess the skills necessary to succeed in the global community
  - effectively collaborate in a variety of learning environments
- IV. Effective Communicators Who:
  - are able to listen and communicate well in written, verbal, and nonverbal modes
  - understand and use technology in communication
  - show respect for diverse perspectives
  - research, create, and evaluate in written, verbal, and artistic modes
  - use communication skills to resolve conflicts through positive, non-violent alternatives
- V. Creative and Critical Thinkers Who:
  - successfully acquire, analyze, organize and apply information
  - develop and express creative ideas and solutions
  - examine moral, ethical, and cultural issues from multiple perspectives
  - integrate and synthesize information across disciplines
  - demonstrate growth in higher-level thinking skills

LCC was first accredited upon opening in 1996. The first Focus on Learning self-study preceded a 1999 visit. The initial visit, the 2005 visit, and the most recent 2011 visit resulted in six-year accreditation terms with three-year reviews.

The school's first mission, vision, and ESLRs were developed in 1997 and 1998 by a collaborative group of staff members, students, parents, and community members. They were then adopted by the full staff in 1998. They have been reviewed periodically throughout the following years. In 2002, the vision for the school was "Equity and Excellence." In 2004, it was refined to "Building the Canyon Community Through Equity and Excellence." In 2005, LCC's mission was "to develop a community of lifelong learners, creative thinkers, and responsible individuals, by providing innovative, quality educational programs in a safe supportive environment." The mission and vision were reaffirmed in 2009 upon the arrival of a new principal and administrative team, and then again in 2015 with a new principal and administrative team. In 2016, LCC's mission became the statement: "An inclusive and energetic learning community, LCC prepares students to be 21st century innovators, driven learners, creative leaders, and exemplary citizens." The vision of the school became the statement: "At La Costa Canyon High School, we believe in building a school community of lifelong learners, creative thinkers, and responsible individuals through innovative course and career pathways.

## Program Improvement Status of School

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LCC is not a program improvement school.

## LCAP Identified Needs and Description of Goals

Parents and community gave input to the LCAP process in several ways. In March of 2015, the district held several meetings at all of the school sites; the meetings focused on the areas of need identified from stakeholder feedback. The district also conducted an LCAP survey and the superintendent held site meetings with parent groups throughout the spring semester of 2015. More specifically for La Costa Canyon, the School Site Council--an elected group of parents, teachers, students, and staff--addressed and gave input for the LCAP process, as well as input for the SPSA. In the 2015-2016 school year, the School Site Council was comprised of the principal, two classroom teachers, two other school staff members (one assistant principal and one office staff member), four parents/community members, and four students. In the 2016-2017 school year, the council was comprised of the principal, five classroom teachers, four other staff members (two assistant principals, one office staff member, and one school psychologist), six parents/community members, and five students. The school site council met four times in the 2015-2016 school year, and five times in the 2016-2017 school year. The meeting dates for the 2016-17 school year were: September 27, 2016, October 18, 2016, March 14, 2017, May 9, 2017 and June 6, 2017.

Identified needs from district LCAP that apply to LCC:	Metric that will measure progress toward obtaining the identified need:
Goal #1: Closing the achievement gap. Students are not demonstrating mastery of grade level content as evidenced by data reviewed from the quarterly D/F lists, SBAC results in math and English, and CELDT data.	Goal #1 metric: D&F lists decrease in number - particularly with EL subgroup; CAASPP results show growth overall in ELA and math, while also reflecting a shrinking of the achievement gap; annual CELDT data reflects growth in number of reclassified students.
Goal #2: School culture and connectedness. All students do not feel safe and connected to LCCHS as evidenced by data reviewed from California Healthy Kids Survey, suspension rates, and attendance data.	Goal #2 metric: Suspension rates decline in 2015-16; attendance data--tardies and trancies decrease year-over-year in fall 2016 first quarter; student climate survey reflects an increased number of students feeling that they are a part of the school.
Goal #3: College and Career Readiness. All students are not enrolled in a course of study that will provide the skills necessary to be college and career ready as evidenced by data reviewed from SBAC results in ELA and math, UC/CSU eligibility data, AP exam data, and graduation rates.	Goal #3 metric: UC/CSU CDE Eligibility rates increase; the CAASPP results reflect an increase in baselines for entire student population in Math/ELA, as well as a decrease in achievement gap for EL cohort; AP exam data reflects an increase in total number of exams, and percentage of student population taking at least one AP course.

The Description of Goals taken from the district LCAP are as follows:

- Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for all target subgroups including English learners, low income pupils and pupils identified as special education.
- All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).
- All district graduates will be college and career ready.
- Increase the level of “school connectedness” and “sense of safety” of pupils, staff, and parents.

## B. School Program Data

Briefly, the regular program of study that all students experience and must complete to graduate LCC is:

- Four years of English (40 credits)
- Three years of math (30 credits)
- Three years of social studies (30 credits)
- Two years of science (20 credits)
- One year of physical education, including health (20 credits)
- One year of career and technical education/practical art (10 credits)
- One year of a visual/performing art (10 credits)
- Elective classes (70 credits)

## Intervention Programs

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With respect to English Learners, LCC educates students of many languages; in the 2016-17 school year, we enrolled students who spoke Spanish, Portuguese, Korean, Chinese, Vietnamese, German, Italian, Japanese, and indigenous languages of Guatemala. LCC offers EL level 1, 2, 3, and 4. The “Newcomer Academy” is for EL students who are new to LCC and the country, and allows for additional math and English support courses. The SPSA helps fund sections of ELD to help work towards LCAP Goal #1 - Closing the Achievement Gap. The EL Lead teacher, who holds a Master of Education degree in Cross-cultural Teaching with a CLAD emphasis and is trained in advanced SDAIE techniques, is also the head for the “Newcomer Academy.” The “Newcomer Academy” also has a designated counselor, science teacher, history teacher, math teacher, and assistant principal. The EL Lead teacher sees the EL Newcomers every day and provides students with intensive English instruction; she also visits students in their other core classes to provide extra assistance. She is also responsible for the testing and redesignation of all EL students. Enrollment in the “Newcomer Academy” fluctuates throughout the year with enrollment and disenrollment of EL students in the school. Redesignation and placement of students in the EL program is on a case-by-case basis. The goal is to provide English instruction and curriculum so that all EL students will meet the criteria to be reclassified as Redesignated Fluent English Proficient and enrolled in mainstream classes. LCC is also able to run several Sheltered courses that run at a smaller size than standard courses, and focus on language strategies along with content. These courses include Math, Social Science, and Science.

The school does not receive additional federal and state funding for socio-economically disadvantaged students or Title I services.

If students score below proficient according to state standards because of language issues, they are enrolled in the Newcomer Academy or EL classes. Students may also be enrolled in the Read 180 class to boost their reading proficiency. Students who are performing below standards in their classes may be recommended for a Student Success Team (SST) meeting, where general education teachers, an assistant principal, school psychologists, social worker, and counselor discuss whether the student is eligible for intervention. Subsequent meetings include the parents and student to discuss possible interventions and solutions to help the student, such as a 504 plan, schedule changes, behavior/attendance contracts, bi-weekly check-ins, SART/SARB process, or referral to the special education assessment process. Other interventions include Mav Opportunity Day, a Saturday in which students meet with tutors and teachers to make up work and counselors and administration meets with parents to address study skills, assignments, and tutoring, and content area foci. LCC also offers Wellness Days on Saturdays before finals and AP testing, to provide wellness activities and study support. Throughout the school year, LCC offers after school tutoring supported by a general education teacher. Teachers meet during Collaboration time to identify and brainstorm ideas to help students who have earned a D or an F on their progress reports. Mav Math Hour supports students struggling in math. All of these interventions work toward the LCAP Goal #1: closing the achievement gap.

LCC has the largest Special Education department in the district, with five different programs and speech/language therapy. The district and school services for students designated with special learning needs include the following:

1. A Collaborative and/or consult service is provided by an Educational Specialist/Liaison which allows students to be in the general education setting while receiving support from their case managers.
2. General education classes are team taught with a General Education teacher and Educational Specialist.
3. Special Education courses offered are as follows: Functional or Fundamental classes offered in English, American Government, Economics, World History, U.S. History, math for grades 9-12
4. Academic Support Classes are taught by Educational Specialists where students receive support on their IEP goals and receive elective credit.
5. Fundamental content area courses, taught by an Educational Specialist, are modified and/or the curriculum is at least two years below grade level. These courses do not meet A-G college prep requirements. Fundamental classes are offered in: Integrated Math I, English 9-12, American Government, Economics, World History, U.S. History, and Integrated Math I
6. Students who have moderate to severe disabilities attend a Functional Life Skills class. The program serves students from grade seven through the post-secondary levels (ages 18 to 22). Students who participate in this program work toward a certificate of achievement. Many students spend most of their instructional day in this classroom setting, but may be mainstreamed into general education classes for portions of their school day.
7. The Transitional Alternative Program (TAP) is located at LCC. TAP is developed for students who require functional, social, vocational, and independent living skills which are necessary in preparation for a successful adult life. TAP provides a successful path for students on a certificate of completion track. Students in TAP are typically significantly below grade level in academics and adaptive behavior when compared to their peers of the same age. Students in TAP participate regularly with community-based learning projects and their involvement with Workability job exploration prepares them for successful independent life skills. A student’s placement in the TAP program is made by an IEP team with the possibility of mainstreaming into general education and fundamental level courses.

8. Adaptive Physical Education classes allow students with disabilities to develop their physical and motor skills in a class that has been modified so that it is as appropriate for the student with a disability as it is for a student without a disability.
9. The Learning Center is for special education students who benefit from the general education curriculum, but require direct instruction, additional adult assistance, and additional support in the following areas including: pragmatic language and social skills deficits, school anxiety, and/or significant attention and executive functioning deficits. The Learning Center is available to eligible students throughout their school day. Students in the Learning Center receive specialized individual and small group instruction to reinforce the general education curriculum, pragmatic and social skills instruction, as well as instructional strategies to support note taking, test taking, assignment planning, and assignment completion. Learning Center students earn elective credits for completion of the course.
10. The Social Emotional Academic Success (SEAS) program mission statement is to provide a safe, structured, and supervised educational program where students receive the necessary supports to facilitate their social, emotional, and academic independence based on their individualized educational program (IEP) goals so that they can successfully be integrated into less restrictive environments. Within the SEAS system, the classrooms incorporate a behavioral modification system in the form of a Five Tier Level System that is managed through daily/weekly data collection. The goal of the behavior management system is to assist students in replacing or decreasing undesired behaviors with appropriate positive, or desired, behaviors. All students in the SEAS program receive the following: a small group setting; adapted or modified curriculum; appropriate accommodations and/or modifications in their classroom as defined per each student's IEP; Five Tier level system that defines privileges per level; daily/weekly behavioral data collection to monitor IEP goals; mainstreaming opportunities based on program level structure; counseling to include ERMHS therapist working within the program at least four days a week; home/school collaboration. The SEAS program and its staff members are committed and trained to provide a safe and structured environment where all students are treated in a respectful and appropriate manner by all staff members. All SEAS staff members within the program are trained to respond to students' behaviors within the framework of daily behavioral points and the Five-Tiered Level System.
11. WorkAbility is a state funded program that provides pre-employment skills training, worksite training and follow-up services for youth (ages 12-22) in special education who are making the transition from school to work. It provides special education students with the opportunity to complete their secondary education while obtaining marketable job skills. WorkAbility is funded by the California Department of Education, Special Education Division.
12. The Transition Partnership Program (TPP) is a cooperative agreement between the San Dieguito Union High School District and the California Department of Rehabilitation\* (DOR). The program assists SDUHSD students with their transition from school to work. Support through the TPP can be provided in the areas of vocational assessment, employment readiness training, job skills training, employment subsidization (up to 100 hours), job coaching, post-employment support, and post-graduation support. To qualify for TPP services, students must be in their junior or senior year and they must have an active Individualized Education Program (IEP).
13. Related services are provided to students by appropriately qualified specialists/service provider as specified in by the IEP. A service provider may work with a student individually, in groups, and/or through consult. The service provider is a team member who supports the student's goal areas specific to their area of expertise. The following are areas provided by SDUHSD:
  - a. Speech and Language
  - b. Audiological Services
  - c. Physical Therapy
  - d. Occupational Therapy
  - e. Vision Services
  - f. Counseling and Guidance
  - g. WorkAbility
  - h. Assistive Technology
  - i. Health Services
  - j. Deaf/Hard of Hearing
  - k. Orientation and Mobility
  - l. Transportation

LCC does not have Migrant Education, Homeless Education, or Foster Youth Services.

Home Hospital service is offered to students who have a prolonged illness in which they cannot come to school but are able to complete school work at home. Students are assigned a Home Hospital teacher who acts as a liaison between the student and the classroom teacher. The service is approved through the district office and school administration.



## Online Instruction

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Online instruction, as a separate program, is moving to a different school in the district starting in the 2017-18 school year for several reasons: the seventh period bell schedule provides room in a student's schedule for remediation and credit recovery, online classes do not satisfy NCAA requirements and many of LCC's students want to be NCAA eligible, and the online system is cumbersome.

Online instruction is known as the Independent Study Online Learning (ISOL) courses at LCC. ISOL primarily employs asynchronous learning. In addition to ISOL, many teachers on campus employ the vast resources of the internet for learning and engagement purposes. The learning management system is a web-based program called Edgenuity. The hardware and software requirements include a computer or portal with access to the Internet. LCC has one teacher who oversees the program. The teacher, who had been the ISOL instructor for ten years and who recently retired in January 2017, holds a BA in Math and an MA in Educational Counseling. She had been a teacher since 1984, and a teacher in the district since 1988. She had been specially trained in Edgenuity. During the 2016-17 school year, she spent one day per week at another high school in the district, San Dieguito High School Academy, to facilitate their ISOL program. After the retirement of this teacher, a new teacher was hired and started teaching at the beginning of the second semester of the 2016-17 school year.

The ISOL curriculum is offered onsite. Students must be enrolled in at least five classes on campus before they can take an ISOL course. ISOL primarily employs asynchronous learning, wherein students work at their own pace and on their own time. However, grades are reported the same way and at the same time as traditional courses. Thus, failure to complete the work in a timely manner may result in a low grade on the progress report and/or D/F notices. Students do not have to be in the ISOL classroom during their ISOL period, but there are periodic informational meetings and required work check-in times where attendance is mandatory. In addition, students must take all assessments in the ISOL classroom. To ensure that all students have access to the instructional programs necessary for learning success, LCC provides a dedicated ISOL computer lab on campus; however, students can work from any computer or portal with internet access. All tests and exams are computer-based, and must be taken in the ISOL lab in the presence of the ISOL teacher. Students must complete all of the unit work before exams can be proctored by their ISOL teacher. All assignments must be completed for students to receive a grade in an ISOL class. Students may not skip assignments. A missing assignment may result in the student not receiving credit for the course.

In terms of the school culture for the online environment, ISOL is a supplemental program for students and, since students must be on campus for most of their classes, students have opportunities to be involved in regular high school social activities. ISOL is an optional avenue for earning credit for courses, and for credit recovery and early graduation. It is an alternative to the traditional classroom.

To orient incoming students and parents so they may understand expectations for the online learning environment, parents and students are provided information via the school counselor, the District ISOL course contract, the ISOL syllabus, ISOL course cover sheets (which outline the specific information in each course), and a Back to School Night Presentation. Other information includes: "The Profile of a Successful ISOL Student" handout, "Tips for Success in ISOL" handout, an orientation video on Edgenuity, and the Edgenuity family portal. In addition, the ISOL teacher provides frequent contact via online web site and email.

On a typical day, the student/teacher interaction varies. One day, the ISOL teacher may provide college counseling for a student; another day, the teacher may help the student with his/her high school course plan and set up an appointment for the student with his/her counselor. Most often, the teacher answers students' questions about course content, provides technical computer support, and facilitates reviews of assessments. Oftentimes, the ISOL teacher must redirect students and encourage them to stay on task during the class period and to stay up-to-date on the work so they can complete the course. Students who take ISOL also are provided the same services as regular program students.

## Focused programs

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### *IB Diploma Programme*

In the 2017-18 school year, LCC is in the second year of the Candidacy/Authorization phase of the International Baccalaureate program, with the plan of beginning a Diploma Programme during the 2018-2019 school year. As of the 2017-2018 school year, LCC is offering an "Intro to IB" class geared toward sophomores and freshmen who want to pursue the IB diploma. The objectives of the class are to inform students of the principles and philosophy of the IB Diploma Programme, which includes but is not limited to inquiry-based geo-literacy, project-based learning, the community service (CAS) project; the extended essay; and the principles of the Theory of Knowledge class. The class

does not have any specific technical requirements besides the use of an online database for research and access to computers and internet.

During the 2016-17 school year, the IB coordinator was trained through a college course on IB, the IB counselor was trained in June and the teachers were trained on the IB philosophy and IB coursework. During the 2017-18 school year, the IB coordinator plans to hold workshops with the IB teachers to collaborate on lesson planning, assessments, and the IB curricula and philosophy. Teachers and counselor are tenured and credentialed in their subject matter. The school library technician will also be trained by the IB coordinator in librarian resources. The IB curriculum will be offered onsite.

The types of assessments and assessment process will include the standard IB assessments such as written assessments, oral commentary, and discussion assessments recorded by the teacher and sent to IB. In terms of supporting college, career, and other goals, students with IB diplomas are highly sought-after by colleges. Students can choose a community service project, and/or satisfy the extended essay requirement that relates to their future careers. IB requires deep critical thinking and a global perspective from students. Colleges and universities will award advanced standing or college credit to students with qualifying IB exam results.

LCC has been working on community outreach for one year; in the 2016-17 school year, LCC has held parent and student informational nights, discussed IB at Morning with the Principal, and conducted middle school and elementary school visits. As noted above, LCC also has established the "Intro to IB" class as well. When LCC achieves full IB school status, students will have daily interactions with their IB teachers. Students will also meet regularly with their extended essay mentor teachers. Full diploma candidates will meet regularly with the IB counselor, the CAS coordinator, and the IB coordinator.

Any student who wishes to take IB classes may do so; LCC feels a need, and will make a concerted effort, to reach students who may feel disenfranchised with other college-bound programs on campus. LCC hopes that the focus on thinking globally and the inquiry-based nature of IB will interest students. In addition, LCC has an eye to also incorporating the IB Career-related Programme in the coming year. Students in the IB Programme will have access to the regular program academic and personal counseling, college and career preparation support, and health services. The IB coordinator and counselor will provide outreach to staff through department chair meetings, staff meetings, and training with counselors and students. LCC will build relationships with business, industry, and the community via the CAS projects, through the CAS coordinator, and through IB communication outreach.

### ***Career and Technical Education (CTE)***

Classes in the CTE Program include Introduction to Engineering Design, Principles of Engineering, Architectural Design (CADD), Digital Photography, and Robotics. Extended learning opportunities include the ACE (Architecture, Construction, Engineering) Mentor Program, which is open to all students, whether or not they are enrolled in Engineering or Architecture classes; the Robotics Club, which is open to all students; various engineering competitions (such as the Chevron/Project Lead the Way Design Challenge in the spring of each school year; the San Diego County Fair competitions, and Sit Down and Draw competitions in architecture and mechanical design), which are open to students in Engineering Classes. We are a Project Lead The Way (PLTW) high school, offering classes in Engineering and, in the 2015-16 and 2016-17 school years, Biomedical Science.

Specific technical requirements for CTE classes include software such as Robot C, a coding program for robots; CADD and other program updates; computers; construction equipment such as drill presses, chop saw, table saws, hand tools and power tools, and a 4-way brake metal working tool; four 3-D printers; safety equipment for lungs, eyes, ears, and appendages; and cameras.

During the 2016-17 school year, LCC has two CTE teachers who hold a CTE Credential; one teacher teaches Photo Imaging, Architectural Design, and Introduction to Engineering Design, and the other teaches Robotics. In addition, another teacher has taken on a section of Photo Imaging along with other art classes. Also during the 2016-17 school year, a science teacher instructs the Biomed class in the science department. All classes are offered on campus, but the classes take field trips to construction sites. Additionally, guest speakers come into the classroom to present on their specialized areas, and mentors from ACE come in to help with projects as necessary.

In terms of assessment, the CTE classes use project-based and application-based assessments to show whether a student understands the concepts taught in class and can apply them to a real-life situation. For example, they assess whether a student can design a two-story structure using the Autodesk Revit software? Other assessments include vocabulary, identification, and other paper/pencil tests.



Students who enroll in the CTE classes have interests in the fields and are motivated to complete the work. All classes except the Robotics class are articulated with Mira Costa College and are A-G approved; however, we are working to get the Robotics class articulated and approved as well. Students and teachers visit the feeder middle schools to advertise the program and its advantages; they also advertise ACE and the Robotics Club at elective fairs on campus. The teachers have a clearly outlined syllabus and exhibit past student work in their classrooms. During classes (every other school day), teachers try to make contact with every student at least once during each period. Also, teachers interact with students during ACE meetings on Wednesdays after school, and during the Robotics Club meetings on Wednesdays during lunch. Any student who wishes to enroll in CTE classes may do so. Students receive academic and personal counseling, college and career preparation support, and health services as part of their enrolled status at LCC. CTE has partnerships with several architectural and engineering firms in San Diego county through the ACE Mentor Program. The Robotics class has parents who are in the industry volunteer in the classroom to help teach programming.

## AVID

LCC provides AVID I, AVID II, and AVID Senior Seminar classes.

AVID I requires an application, a teacher/counselor recommendation, and a minimum of a 2.5 GPA. According to the AVID Center, to be considered for the class, students must meet one or more of the following qualifications: be first generation college students, be historically underrepresented at the colleges and universities, maintain a 2.5 GPA or higher, have special circumstances that might prohibit access to four year universities, enroll in honors/AP courses. While students are enrolled in AVID I, they must also be enrolled in college prep courses and meet UC/CSU a-g requirements. Students in AVID develop academic skills required to succeed in high school: note-taking, studying for tests, time management, organization, collaborating to solve problems, asking valuable questions, using resources effectively, reading challenging texts, communicate through speaking and writing, demonstrate self-discipline, and advocate for themselves. Students learn about diverse careers and colleges from guest speakers, individual research, and class presentations. They also prepare for PSAT and learn about college entrance exams. As a class, students develop a support network that helps challenge themselves academically and discover their academic potential. AVID is for students who plan to attend college and need school based support and guidance to do so.

The prerequisites for AVID II include AVID I or an application, teacher/counselor recommendation, and a minimum of a 2.5 GPA. While students are enrolled in AVID II, they must also be enrolled in college prep courses and meet UC/CSU a-g requirements. Students receive instruction in college readiness skills, tutor-led study groups, motivational activities, academic survival skills, and college entrance exam preparation (ACT/SAT). In AVID, students focus on writing, inquiry, collaboration, organization, and reading to support their growth academically. AVID II course applies the academic skills learned in earlier years in order to be successful in increasingly rigorous classes. The class invites guest speakers who focus on career and college options as well as how to cope with hardships and challenges. Students engage in activities designed to inspire students to see themselves as future leaders and explore how to develop their potential. Students polish their research, writing, speaking, and critical-thinking skills by studying numerous successful leaders in fields including science, the arts, government/politics, and social justice. Students do extensive research about colleges, majors, and careers in order to create a list of schools they plan to apply to in senior year.

The prerequisites for AVID Senior Seminar include AVID I or AVID II and a minimum of a 2.5 GPA. While enrolled in AVID Senior Seminar, students must also be enrolled in at least one honors, Advanced Placement or International Baccalaureate course, college prep courses, and must meet UC/CSU a-g requirements. The AVID Senior Seminar follows the weekly structure of all AVID classes, with two days of teacher led curriculum per week, two days of tutorials, and a day allocated for guest speakers, mini-courses taught by college instructors, and visits to colleges. As seniors progress through the year, this additional day is also used for them to work with the AVID teacher and tutors to plan their Socratic Seminar leadership, to select appropriate text materials to be discussed, and to plan their grouping strategies. The AVID teacher serves as conduit to colleges and universities as well as to academic departments on campus. In AVID Senior Seminar, students apply for college, research financial aid and housing, register for entrance and placement exams, and prepare for exams in the spring. AVID tutors (currently enrolled college students) also assist with academic course work. A major focus of senior year is also preparing to succeed in college, not just get accepted. In addition, students hone the skills necessary to succeed in college by completing: (1) independent research using multiple resources, (2) compile and analyze information to identify its implications, (3) work collaboratively to solve challenging intellectual problems, (4) engage in rigorous discussions, (5) write clearly, confidently, and persuasively, (6) identify their own areas of confusion as learners, and (7) use a variety of resources to learn at a deep level. The focus of AVID Senior Seminar is Leader as a Catalyst for Change. Ultimately, students build their own leadership skills by becoming increasingly independent learners and individuals so they can positively influence the world. The AVID Senior Seminar is divided into four quarters of emphasis, leading to the student's acceptance at a four-year college or university. Quarter One—Selecting a Major and Career Emphasis, and Gaining College Admission, Complete Financial Aid Applications, Quarter Two—Becoming a

College Student, Quarter Three—Placement and External Exam Preparation, Scholarship Quarter Four— Leadership, Scholarships, College Transition (Course Registration, Housing, Evaluation of Financial Aid). AVID graduation cords and AVID Academic Achievement GPA medals for 3.5 or higher are awarded at the AVID Senior Banquet prior to graduation.

Credentialed teachers trained in AVID methodology teach the classes and an AVID trained counselor works with all grade levels, ninth through twelfth, to provide continuity in their academic planning throughout their high school career. In addition, support staff includes AVID tutors from UCSD, CSUSM, Mira Costa Community College, and SDSU. Furthermore, approximately 20 to 25 teachers have gone to the AVID summer institute to be trained in AVID methodology in their core subjects. LCC tries to have one teacher from each department to go to the AVID Summer Institute conference each summer.

Specific technical requirements for the classes include technology to support core classwork, university research, and presentations about higher education. AVID courses are taught by credentialed teachers trained in AVID methodology. Also, AVID students have access to a trained counselor who works with all grade levels, ninth through twelfth, to provide continuity in their academic planning throughout their high school career. In addition, support staff includes AVID tutors from local four-year and two-year colleges who are disbursed to content area classes to support students. LCC has grown its AVID Site team by having an AVID Coordinator, administrator, counselor, content area teachers from English, math, science, social science, and leadership/ASB who attend the AVID Summer Institute conference each summer. The AVID site team meets at least four times a year to review progress on students, review implementation of the AVID program to support cohesiveness between classes, update data for the Certification Self Study, discuss budget, and plan for recruitment.

The AVID student recruitment process is ongoing and involves the AVID site team and teachers making recommendations for students from middle schools as well as current freshman and sophomores who meet the criteria for AVID. LCC's AVID site team provides information to the community and prospective students during middle school visits and registration nights to assist with the recruitment process. In addition, the AVID site team provides ongoing conversations with teachers about prospective students who fit the criteria of AVID.

LCC's AVID teachers utilize WICOR strategies as well as offer AVID curriculum throughout each AVID class. AVID students are assessed through tutorials, binder checks, walk-around progress reports, vocabulary quizzes, academic presentations, classwork/homework, Socratic seminars, reflective questions, and Cornell notes. AVID teachers also provide ongoing communication with content area teachers to help support the learning goals of students.

In addition to receiving empirically based sound teaching strategies and multiple forms of assessment, AVID students are provided opportunities to attend field trips to college campuses throughout California, attend plays, and listen to keynote speakers. AVID students have access to lunch groups and have formed an AVID Club to support student connectedness to the campus.

### ***Independent Study Physical Education (I.S.P.E.)***

SDUHSD and LCC supports and appreciates after-school activities, but recommends that all students participate in the physical education program at each school site. However, SDUHSD and LCC offer an independent student PE program for students who: are exceptionally gifted, state, or regionally ranked athletes; wish to take an advanced level course the school is not currently offering; have an impacted schedule because they are in special academic support programs or a specialized elective they need to take each year during the regular school day which precludes taking a regularly scheduled PE class; have medical conditions; have fulfilled their high school graduation PE requirement. Students in grades 11 and 12 who have completed their two years of P.E. credit for graduation may take I.S.P.E. as an elective if they meet all of the criteria for participating in I.S.P.E. Students are selected based on their ability to handle the individual responsibility of ISPE.

Students have been granted the ISPE opportunity for activities such as dance, gymnastics, and crew (rowing). ISPE courses must develop proficiency, knowledge, and skills that cannot be achieved within the in-school PE program. Year-long goals must be developed with the ISPE coach and student to reflect unique growth through their ISPE program and align with the California State Physical Education Standards and Physical Fitness Test requirements. The instruction must be equal to the hourly requirement of the state of California PE statute, which is 400 minutes every 10 school days/2 weeks. There are a total of four quarters each year, and the student must meet a minimum of 1800 minutes or 30 hours for each of those quarters.

All I.S.P.E. instructors/coaches are required to sign a Statement of Responsibility and a Hold Harmless Agreement. Instructors/coaches must also carry one million dollars in Commercial General Liability insurance for the activity in which

they are giving instruction. (Homeowners policies, Declarations, Summaries, bills, invoices, etc. do not meet the District's qualifications or standards as proof of insurance). The parent must sign a District Liability Waiver which holds the District harmless from any liability or claims as a result of the I.S.P.E. program. The parent/guardian agrees to undertake all transportation of the student to and from I.S.P.E., since the District will not provide transportation.

The I.S.P.E. course must be part of the student's regular bell schedule. I.S.P.E. may not be an additional period with the exception of students who participate in the school's music program. Those students may be eligible to apply for I.S.P.E. as one additional period. For non-music students, if the school has a six-period day, I.S.P.E. must be one of six classes, not a seventh class. ISPE is a year-long course commitment. Students enrolled in I.S.P.E. are not to change their activity midyear. A coach change is only permitted with the approval of a site administrator. The supervision of I.S.P.E. activities must be performed by a coach who is at least 21 years of age, who has a certificate or credential in that activity, or who has participated for at least four years at a collegiate/world class level in that activity. Coaches are also required to describe the background and experience that qualify them or their agency for training at this level. They must also provide a résumé for the instructor who will be doing the training. Students must be coached/instructed by a reputable instructor; students are not allowed to be coached by their parents or guardians. The curriculum is outsourced and off-campus.

In terms of assessment, students must fulfill the requirements of the I.S.P.E. contract, which includes completion of workout logs and submission of all reports. I.S.P.E. logs must be submitted to the designated site administrators/I.S.P.E. coordinator each quarter. The logs must indicate days and hours of instruction. At the end of each semester, two evaluations of student progress toward established goals is required. During the last week of each semester, students will submit a self-evaluation and a coach's evaluation. The student evaluation includes a reflection of his/her success in attaining the stated goals, and a statement indicating revised and/or new goals that the student has for I.S.P.E. for an additional semester. The coach's evaluation is a one-page statement personally written and signed by the I.S.P.E. coach/instructor evaluating the student's semester participation and progress toward goals. The grade for the class is Pass/Fail, and is based on the accomplishment of the objectives of the course and communicating this information to the I.S.P.E. coordinator in a timely fashion. Second semester 9th grade I.S.P.E. students must contact a school P.E. teacher to find out when he/she can participate in the state mandated physical fitness testing. It is the student's responsibility to find out when the testing will occur, to schedule the testing with the instructor, and to attend the regular P.E. classes during the testing period. Students who fail to complete Physical Fitness Testing or fail to meet the requirements will not be eligible for I.S.P.E. in the subsequent school year.

The program supports college, career, and other goals because students who take I.S.P.E. often pursue their sport in college, often being recruited by colleges especially for their sport. In terms of orientation, students must complete the I.S.P.E. contract and provide all forms to the district by mid-August for the ensuing school year. During the first week of school every I.S.P.E. student will attend a mandatory meeting to learn how to use the online class for ISPE as well as how to submit required I.S.P.E. logs. Students in I.S.P.E. receive academic and personal counseling, college and career preparation support, and health services as part of their enrolled status at LCC. There are no formal established partnerships with businesses or community other than the relationship established between the student and the coach/instructor.

### ***Internship and Work Experience***

The Internship class is a course designed to allow students 16 years old and older to develop skills and knowledge about various careers and occupations through non-paid internships with local community partnerships in conjunction with classroom instruction. This course includes a minimum of 40 hours per quarter of on-site experience and minimum of 9 hours of in-class instruction to earn 5 credits. Requirements include weekly assignments/research, topics include employment preparation, job success, economic awareness and career awareness. Internship students must meet in class once a week.

Students choose their internship experience and average five hours per week training in their internship position. Students have been placed in area hospitals, animal hospitals and veterinary clinics, physical therapy clinics, and the Birch Aquarium, to name a few. Students choose their internship based on their interests and college and career goals.

There are no specific technical requirements. One credentialed teacher oversees the Internship and Work Experience program. The curriculum is offered onsite in the form of classroom instruction and meetings once per week, and outsourced in terms of employer/mentor instruction.

Assessments include meeting with the teacher one per week, and weekly assignments and research on topics that include employment preparation, job success, economic awareness and career awareness. To orient students, the counselors provide information about the program to students, and the Internship/Work Experience teacher reaches out to

students who have questions. Students meet once per week with the teacher for lessons on work experience, to turn in their homework, to turn in their Weekly Time Report card from the supervising mentor at the job site, and to reflect on what they learned and accomplished during the week at their job site. School counselors help students decide whether the Internship class is a good fit for the students' needs, and the students meet weekly with the teacher for support, guidance, and lessons about the work world. There are no formal established partnerships with businesses or community other than the relationship established between the student and the employer/internship mentor.

## C. Demographic Data

### Socioeconomic Status of the School

#### Parent educational level

Source: AERIES SIS, parent self-report	2014-15	2015-16	2016-17
Graduate school/ post-graduate training	750 (39.2%)	757 (41.9%)	819 (43%)
College graduate	732 (38.2%)	695 (38.4%)	718 (39%)
Some college	221 (11.5%)	173 (9.6%)	187 (9.7%)
High school graduate	73 (3.8%)	60 (3.3%)	67 (3.4%)
Not a high school graduate	77 (4.0%)	71 (3.9%)	72 (3.7%)
Decline to state/ unknown	60 (3.1%)	50 (2.8%)	59 (3%)
TOTAL	1912	1806	1922

Parent education levels have steadily risen in the last three years; there has been an increase of about 4% in graduation/post-graduate education level. LCC's last WASC self-study report in 2011 stated that, according to student self-reports during standardized testing in the spring, 89% had attended college, 76% had a college degree. Census reports estimate that 60% of adults in the school district have bachelor's degree or higher.

#### Free/Reduced Lunch

Source: Ed-Data via CDE CALPADS	2013-14	2014-15	2015-16	2016-17
Total count of students who were eligible for free/reduced meal when enrollment counts were taken	174 (8.4%)	135 (6.7%)	150 (7.9%)	167 (8.7%)

The numbers within 2 percentage points seem to indicate no dramatic changes. However, the percentages of Free/Reduced Lunch are holding relatively steady even though the school's population had been decreasing, which means that the relative number of students qualifying for Free/Reduced Lunch is increasing. This result may be because more students who are new to the U.S. have been enrolling at LCC because of the newcomer Program.

According to the last WASC self-study, in 2009-10, 8% qualified for Free and Reduced Lunch, which was down 11% from 2008-09 school year. In 2010-11, the number increased to 305 students, in 2011-12 it fell to 268, and in 2012-13 it raised again to 280.

### Student enrollment

Source: AERIES SIS; as of the last school day of each school year	2014-15	2015-16	2016-17
TOTAL	1912	1806	1884

There have been no major changes in enrollment; since it seems to hover around 1800 to 1900 students, other than slowly declining enrollment for the last six years. According to the last full WASC self-study, enrollment in the 2009-10 school year totaled 2478 students. According to the mid-year report, the enrollment in the 2013-14 school year totaled 2020 students.

Grade Level Source: AERIES SIS	2014-15	2015-16	2016-17
Grade 9	415	458	463
Grade 10	495	399	495

<b>Grade Level</b> Source: AERIES SIS	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Grade 11	459	465	420
Grade 12	518	461	477
Ungraded (Grade 14)	25	23	NA

<b>Gender: self-reported</b> (district forms indicate only "male" and "female")	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b> As of September 2016
Male	996 (52%)	914 (50.6%)	996 (51.6%)
Female	916 (47.9%)	892 (49.3%)	934 (48.4%)

The enrollment of male and female students has remained consistent, within two percentage points for both genders. There is relatively equal gender distribution, with a slightly higher male enrollment within four percentage points. LCC's last full WASC self-study reports that, in the 2010-11 school year, LCC enrolled 53.9% male students and 46.1% female students. The mid-year report states that in the 2013-14 school year, LCC enrolled 52.2% male students and 47.8% female students.

<b>Ethnicity</b> Source: AERIES SIS	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b> As of March 2017
African-American	18 (0.98%)	18 (1.03%)	16 (.88%)
Asian	89 (4.85%)	71 (4.07%)	76 (4.18%)
Filipino	20 (1.09%)	22 (1.26%)	22 (1.21%)
Pacific Islander	6 (0.33%)	6 (.34%)	6 (.33%)
Caucasian/White	1414 (77.10%)	1329 (76.16%)	1371 (75.41%)
Hispanic/Latino	253 (13.79%)	254 (14.56%)	280 (15.40)%
American Indian	11 (0.60%)	6 (.34%)	6 (.33%)
Other/Multiethnic	23 (1.25%)	39 (2.23%)	41 (2.26%)

LCC's largest ethnic population is Caucasian/White at 75%. The next significant ethnic population is Hispanic/Latino at 15%, and then Asian at 4%. The Caucasian population has declined by 2% in the last three years, while the Hispanic/Latino population has increased by 2%.

LCC's last full WASC self-study reports that, in the 2009-10 school year, the ethnic makeup of the school was as follows: Caucasian 77%, Hispanic/Latino 16%, Asian/Pacific Islander 6%, African American 1%. The mid-year report states that in the 2013-14 school year, the ethnic makeup of the school was as follows: Caucasian 79%, Hispanic/Latino 12%, Asian 5%, Pacific Islander 1%, African American 1%, Filipino 1% Native American 1%.

<b>Predominant Languages Other than English</b> (self-reported) Source: AERIES SIS accessed January 2017	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
South/Latin American: Spanish, Portuguese, Indigenous Languages of Guatemala	170	170	191
Middle Eastern: Farsi/Persian, Arabic, Turkish, Urdu	9	7	6
Asian: Vietnamese, Mandarin, Cantonese, Korean, Japanese, Thai	33	26	26
European: German, French, Polish, Italian, Greek, Dutch, Hungarian	16	16	17
Pacific Island: Samoan, Filipino/Tagalog	3	4	3
Russian	8	6	8

There has been an increase of 21 students who speak languages from Latin/South America in the last year. This may be because of our new Newcomer's Academy. There has been a slight decrease in students speaking languages from Asia. The other categories have seemed to remain relatively consistent.

According to LCC's last full WASC self-study, in the 2009-10 school year, the languages other than English were as follows: Spanish 181; Farsi 7; Hebrew 3; Russian 3; Portuguese 2; Punjabi, Samoan, Filipino, French, German--one each. According to LCC's mid-year report, in the 2013-14 school year, the predominant languages other than English were as follows: Spanish 81; Farsi 2; French 3; Vietnamese, Cantonese, Korean, Tagalog, Portuguese, Russian--one each.



<b>Special Needs and Other Focused Programs</b> Source: AERIES SIS except where otherwise specified	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Online Instruction	133	80	30 (as of Sept. 2016)
CTE (total from below)	481	618	703
<ul style="list-style-type: none"> <li>Total students in ROP-funded/ROP-titled courses</li> </ul>	342	67	NA
<ul style="list-style-type: none"> <li>Total students in CTE identified classes</li> </ul>	139	551	703
Advanced Placement: Number of students enrolled in at least one AP class (includes Pre-Calk HP)	929	819	886
<ul style="list-style-type: none"> <li>Number of students who took exams (source: College Board AP Five-Year School Score Summary 2017)</li> </ul>	721	591	581
<ul style="list-style-type: none"> <li>Number of exams taken (source: College Board AP Five-Year School Score Summary 2017)</li> </ul>	1722	1343	1259
Honors: number of students enrolled in at least one class	774	814	893
AVID	111	94	129 (as of Jan. 2017)
Special Education	261 (13.3%)	240 (12.9%)	263 (13.6%)
Total school enrollment at the time of the Aeries Query in Nov. 2016	Total enrollment: 1955	Total enrollment: 1853	Total enrollment: 1923
504	68	58	57

Due to declining enrollment, the new bell schedule, and fiscal concerns, the Independent Study Online (ISOL) courses will be moved to another campus in the district.

In 2014-15, LCC offered six classes with the ROP designation: ROP Child Development, ROP Culinary Art, ROP Surf/Ocean Lifesaving, ROP Engineering Principles, ROP Photo Imaging, and ROP Stagehand Tech. LCC also offered four CTE-focused classes that did not have the ROP designation: Business Math, Internship, Intro to Engineering, and Work Experience.

In 2015-16, LCC offered ROP Photo Imaging, and fourteen CTE-focused classes: Business Math, Child Development, Computer Science A, Culinary Art P, Exploring Computers, Fashion Design, Internship, International Foods, Intro to Engineering, Marketing, Shaping, Surf/Ocean Lifesaving, Stagehand Tech, and Work Experience.

In 2016-17, LCC offered 17 CTE-focused classes: Architecture and Design, Business Math, Child Development, Computer Science A, Culinary Arts, Exploring Computers, Fashion Design, International Foods, Internship, Intro to Engineering, Marketing, Photo Imaging, Robotics/Engineering Tech, Shaping, Surf/Ocean Lifesaving, Stagehand Tech, and Work Experience.

In 2017-18, LCC will offer, in addition to the courses listed in the 2016-17 school year, Computer Science Principles, Intro to Business, and Teaching and Learning, totaling 19 courses. More information can be found on the SDUHSD web site at <http://www.sduhsd.net/Parents--Students/Curriculum--Standards/Career-Technical-Education/index.html>

Enrollment in AP classes seem to have remained relatively stable, fluctuating between about 100 students.

The enrollment in Honors courses has grown in the last three years by over 100 students.

Enrollment in AVID classes has fluctuated by about 35 students in the last three years.

The number of 504s has decreased slightly.

Students in the Special Education program constitute more than 10% of LCC's population. According to Aeries, in 2016-17, there are 44 EL students with IEPs. LCC has the largest special education department within the district, providing five different programs as well as Speech & Language therapy. There has been a decline in ability level of students within the Learning Center program with half the students taking fundamental level program, as a result of the fact that students are moving up from TAP to the Learning Center.

## Language Proficiency Numbers

Source: CDE Data reporting office, June 2017	2014-15	2015-16	2016-17
ELs	105 (5.2%)	98 (5.2%)	108 (5.6%)
FEP (Fluent English Proficient)	150 (7.5%)	149 (7.9%)	150 (7.8%)
IFEP (Initial Fluent English Proficient)	67 (3.3%)	64 (3.4%)	55 (2.9%)
R-FEP (Reclassified Fluent English Proficient)	83 (4.1%)	85 (4.5%)	95 (4.9%)
% of ELs who are LTELS	NA	44 (24%)	32 (15.8%)
% of ELs who qualify for Special Education	41.7%	39.8%	NA
Total enrollment of school	2,013	1,894	1,919

LCC has had relatively consistent numbers of EL students in the years 2014 to 2017. FEP student numbers have remained relatively consistent as well. There has been an increase in R-FEP students by about .8% over the years 2014-2017. The percentage of EL students who are LTELS decreased by about 8% in the years 2015-2017.

LTELS may have more IEPs because many EL students are not literate in their home language and, since testing indicates a discrepancy from the student's current ability level and where the student should be according to grade level, they may have an IEP, even though the issue may not be a cognitive issue but an educational one.

Also, the district is working with the K-6 feeder districts to understand a student's full K-12 educational program better. LCC is working on vertical-alignment to provide effective instruction for all students.

In 2016-17, there may be a change in the numbers of redesignated students because there is a change in the criteria to redesignate students. Currently, there is no district-wide test that can be used at each grade level, and thus to assess ELs each year. The next time the school can redesignate students is after the CAASPP test, during the spring of their junior year. Since the district does not currently have a district-wide assessment for all students every year, students need specific just cause to be reclassified.

## D. Data on Addressing the Eight State Priorities

### Conditions of Learning

According to district data records, LCC has one teacher who is teaching outside of the credentialed area, in terms of the NCLB Course Compliance Report for 2015-16. All other teachers are fully credentialed in the subject area and for the pupils they are teaching. The percentage of LCCHS teachers who have met the highly qualified teachers' requirements of the ESEA: 100% [state priority 1]

Content Area	Percentages of Core Course Sections NCLB Compliant
Art	100
CTE	100
Dance	100
Drama/Theater	100
English Language Arts	90.67 (7 sections of fundamental English 9-12)*
Foreign Languages	100
Social Science/History	90.91 (1 section Functional Economics, 2 sections Functional US History, 2 sections Functional World History)*
Math	100
Music	100
Science	100
Total for all	96.25

\*All missed assignments were for one teacher; however, this teacher meets California state requirements in that teacher's assignment.

According to the 2015 SARC:

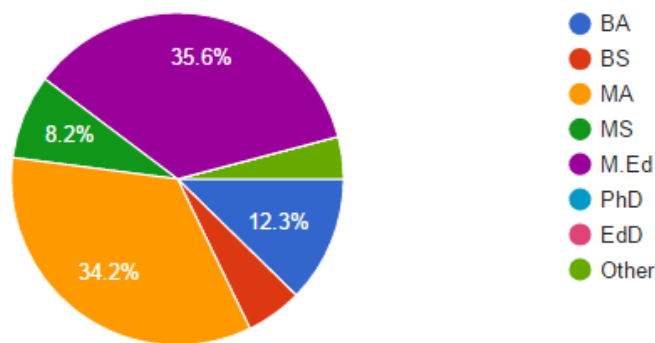
- In the 2013-14 school year, LCC had 84 teachers with a full credential and zero teachers without a full credential.
- In the 2014-15 school year, LCC had 85 teachers with a full credential and zero teachers without a full credential.

- In the 2015-16 school year, LCC had 77 teachers with a full credential and zero teachers without a full credential. All teachers are instructing inside of their competency area.
  - For the 2013-14, 2014-15, and 2015-16 school years, LCC had zero teacher missed assignments, including for teachers of English Learners.
  - For the 2014-15 school year, 97.7% of core academic classes were taught by highly-qualified teachers, and 2.3% were not. LCC has one teacher who is instructing outside the credentialed area; however, this teacher meets California state requirements in that teacher's assignment. This teacher has a credential for Moderate/Severe Disabilities, and she works with TAP students, who are non-diploma bound students.
- LCC and the District is committed to hiring and maintaining highly qualified teachers.

### Additional qualifications of staff

LCC has one teacher who was Board Certified in 2002. The number of teachers with Short Term Staff Permits and Provisional Intern Permits is zero.

According to district records, 74% of LCC teachers hold advanced degrees. In a staff survey (n = 73), staff self-reported their highest degree:



Degree	Percentage Of Teachers With Degree
Master of Education	35.6%
Master of Arts	34.2%
Bachelor of Arts	12.3%
Master of Science	8.2%
Bachelor of Science	5.5%
Other Honors degree post-BA one year; Bachelor of Music degree, and credential	4.1%

According to district records, 97 teachers possess a total of 1,137 years of educational service within the district, and 1,228 total years in education. Thus, according to district records, that calculates to an average of 14.4 years of educational service within the district per teacher, and an average of 15.5 total years in education per teacher.

According to a self-reported staff survey (n = 73), 43 (58.9%) have a CLAD certificate, and 16 (21.9%) have a BCLAD certificate. Some teachers reported neither CLAD nor BCLAD training, but of these teachers, seven people have their EL authorization through their credentials, one person's CLAD authorization is in progress, and two people report that they have no specialized language training.

The number of LCC teachers in BTSA is seven.

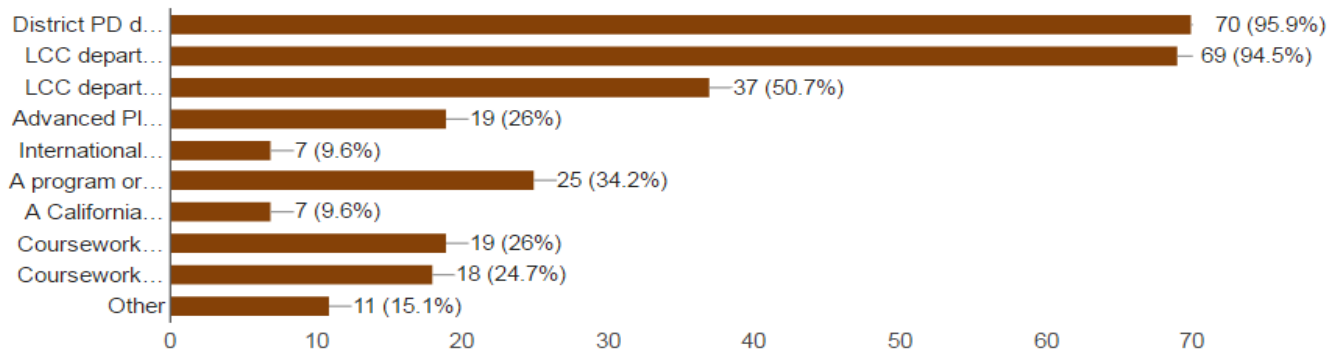
The district LCAP Goal #1 is content area professional development for all teachers.

The staff survey yielded the following results regarding professional development programs and activities:



## What professional development have you experienced in the last 6 years? (Please check all that apply.)

73 responses



Professional Development Category	Number and percentage of teachers engaging in PD
District Professional Development days	70 (95.9%)
LCC professional development and collaboration time	69 (94.5%)
LCC department release day	37 (50.7%)
Advanced Placement conference/workshop/training	19 (26%)
International Baccalaureate conference/workshop/training	7 (9.6%)
A program or study that is affiliated with a university (e.g. SDSU, UCSD, CSUSM)	25 (34.2%)
A California Subject Matter Project (e.g. History Social Science, Writing, Science, Mathematics, Art)	7 (9.6%)
Coursework for additional degrees (classes for Master, PhD, EdD)	19 (26%)
Coursework for additional certificates/credentials (PPS, administrative, SpEd, speech, librarian)	18 (24.7%)
Other Self-reported professional development includes: JEA/CJE (Journalism) conference, AVID conferences, CUE, CSTA, ERWC workshops, NGSS workshops, performing arts festival and conference, Cal Math conferences, community college course, summer education conference such as the Supreme Court Institute, autism authorization workshop, common core workshops	11 (15.1%)

**District training:** The district holds two district professional development days (non-student days) per school year: one in August before school starts, and one during the mid-year break at the end of January. Teachers from each content area discipline throughout the district collaborate with each other. In addition, each content area meets one school day (or more) in the first semester and one school day in the second semester. The district has embraced the ToSA (Teacher on Special Assignment) model to enhance professional development among staff members.

**Departmental training:** LCC schedules department meetings monthly. In addition, LCC's bell schedule allows for several early-dismissal Mondays, in which teachers collaborate with their whole departments and/or with other teachers who have the same classes. In the 2016-17 school year, WASC home group meetings were held during collaboration time. During the spring of 2017, the professional development/collaboration calendar for the 2017-18 school year was developed based on staff feedback.

**IB training:** LCC is currently in the candidacy/authorization phase of becoming an IB international school. The principal, one assistant principal, and the Associate Superintendent in charge of Education Services attended the necessary workshop training for IB certification in Houston, Texas in February 2017. A team of five teachers attended the necessary workshop training for IB certification (for English, math, French, and CAS) in Houston, Texas in March 2017. Another assistant principal attended a workshop for IB coordination in June 2017. The IB Coordinator teacher took 10 units of graduate level Global Studies for IB certification fall of 2016 and spring of 2017 through Cal State San Marcos.

## Gender and ethnicity of staff

Source: District Data Collections; reported February 2017

Ethnicity	Certificated	Classified	Total
Black or African American	1 (1%)	1 (2.3%)	2 (1.42%)
Asian	0 (0%)	1 (2.3%)	1 (.71%)
Filipino	1 (1%)	0 (0%)	1 (.71%)
Hispanic or Latino	13 (13.4%)	10 (23.2%)	23 (16.42%)
White	82 (84.5%)	31 (72%)	113 (80.71%)
<b>Total</b>	<b>97</b>	<b>43</b>	<b>140</b>

According to the school staff list for the 2016-17 school year, LCC employs 33 male teachers, three male administrators, and one male counselor (for the READI program). LCC employs 54 female teachers, one female administrator, four female counselors, two female psychologists, and one female social worker. LCC employs three male instructional assistants and 18 female instructional assistants. In addition, two female employees run the WorkAbility program. LCC employs seven male classified staff and 18 female classified staff.

## Attendance rates of teachers

Source: SDUHSD Data Collections

Leave Type	Total
Personal Necessity	40.2544
School Business	4.352
Personal Business	144.8288
Grand Total	189.4352

LCC employs 23 instructional assistants. All instructional assistants and paraprofessionals meet NCLB requirements, because this is the standard to which the district selects and hires instructional assistants.

## Instructional Materials and School Facilities

According to the 2015 SARC, all pupils have access to standards-aligned instructional materials. SDUHSD and LCC chooses its textbooks from lists that have been approved by state education officials. As of July, 2015, for reading/language arts, mathematics, science, history/social science, foreign language, health, visual and performing arts, 100% of students had access to the textbooks in each course. All textbooks covered the California Content Standards. In addition, all students have access to science laboratory equipment. Furthermore, students have access to five computer labs on campus (the Flex Room, room 820, room 821, room 904 Architecture/Engineering Lab, and the Learning Commons) with which to access instructional materials. The science facilities meet UC A-G course requirements for lab time and chemical storage.

In 2014, LCC upgraded the 13,000 square-foot library, now called the Learning Commons. LCC upgraded and installed HVAC units in all classrooms; in addition, LCC upgraded the infrastructure and expanded Wi-Fi access in all classrooms. Furthermore, LCC installed short-throw projectors in all 120 classrooms. In the summer of 2016, the infrastructure of the 470-seat performing arts center was upgraded, and the floor of the two-storey gym was resurfaced. In 2011, LCC completed a solar energy project, installing solar panel structures in the parking lot, which provides for approximately 70% of LCC's energy use. To beautify the campus, LCC added drought-tolerant landscaping in the spring of 2012. In 2007, LCC upgraded the football stadium to an all-weather track and turf field, and it was refreshed in the summer of 2015.

According to the 2015 SARC, which used the Facilities Assessment Tool (FIT) from the Office of Public School Construction (OPSC), the following were rated as in good repair: gas, sewer, and mechanical systems; all interior surfaces; overall cleanliness including vermin infestation; electrical systems; restrooms and fountains; exterior surfaces including windows, doors, gates, fences, roofs, and school grounds; fire safety including hazardous materials. According to the OPSC's FIT, the school received an exemplary rating, meaning that the school meets most or all of the standards established for good repair by the OPSC, and any deficiencies are deemed insignificant. LCC scored between 99% and 100% on the 15 categories of the evaluation.

## Implementation of Standards/Broad Course of Study

LCC has continued to make a concerted effort to implement academic, content, and performance standards in all departments and for all students. Teachers campus-wide participate in Professional Learning Communities to establish common assessments that are consistent in academic departments. These common assessments allow for meaningful discourse among staff regarding student needs. The social science department is preparing to transition to new standards in April of 2017, and the teachers plan to use the Monday collaboration time to familiarize themselves with the standards and integrate them into their classrooms. The math department has transitioned to the CCSS. The science department is currently transitioning to the Next-Generation science standards. While the English department has transitioned to the CCSS, the teachers are currently working on more fully integrating performance tasks, like the CAASPP synthesis performance task, into their curricula. The district is also working on developing a Direct Writing Assessment for all students in the district.

## Percent of Four-Year Cohort that Completed A-G Requirements

Source: CDE Data Reporting Office, June 2017	2012-2013	2013-2014	2014-2015	2015-2016
LCC	68.0%	72.1%	75.4%	72.6%
California	39.4%	41.9%	43.4%	45.4%

The percentage of students who are meeting A-G requirements has steadily risen by 5% from 2012 to 2015; it has decreased by 2.8% from 2014 to 2016. LCC's completion percentage is significantly higher than the state average.

## Graduates Meeting UC/CSU Course Requirements

Source: CDE Data Reporting Office, June 2017	2012-2013	2013- 2014	2014-2015	2015-2016
Male	64.8%	65.8%	70.5%	73.0%
Female	71.6%	79%	81.2%	72.2%
Socioeconomically Disadvantaged	41.7%	31.7%	51.8%	41.9%
English Learners	4.3%	0%	0%	0%
American Indian/Alaskan Native	0%	50%	100%	100%
Asian	75%	77.8%	89.3%	77.8%
Black or African American	50%	0%	50%	60%
Filipino	60%	100%	100%	62.5%
Native Hawaiian/ Pacific Islander	0%	50%	66.7%	0%
White	74.2%	78.8%	76.9%	77.7%
Two or More Races	80%	100%	100%	55.6%

It is important to remember that English Learners' transcripts may be delayed in getting to the school. ELs also enroll and dis-enroll often throughout the school year. They may have large gaps in their education when they come to the school. These are all obstacles to obtaining UC/CSU eligibility.

## Enrollment in UC Approved Courses

Data not available at time of printing

	2014-15	2015-16	2016-17
Total number of students enrolled in at least one A-G approved course			
Students enrolled in at least one A-G approved core course			
Students enrolled in at least one A-G approved elective course			

The person responsible for maintaining course approval is Ms. Randa Fast-Medley.

## Number of students taking Algebra 1/Integrated Math 1 by grade level

Source: AERIES SIS, retrieved March 2017	2014-15	2015-16	2016-17
Grade 9	216	374	373
Grade 10	44	57	61
Grade 11	28	18	25
Grade 12	15	7	8

In the school year 2014-15, ninth grade students had a choice to pursue Integrated Math or traditional math classes; for

the 2015-16 school year, ninth grade students did not have a choice and were enrolled in Integrated Math. According to the table above, the number of ninth grade students who are taking Algebra 1/Math 1 has increased by 157 students in the last three years. Tenth grade student enrollment has risen by 17 students in the last three years. However, the numbers of eleventh grade and twelfth grade students taking Algebra 1/Math 1 has decreased.

### Percentage of 9th graders taking a course below level of Algebra I/Integrated Math 1

Source: AERIES SIS; retrieved March 2017	2014-15	2015-16	2016-17
9th Grade Total Enrollment	415	458	462
Number and Percentage	62 (15%)	60 (13%)	57 (12%)

Algebra I used to be an eighth-grade math course in California. However, Math 1 became a ninth-grade course, and now that is the high school graduation requirement. Integrated Math 1 Readiness class is considered a below-grade-level math course. The enrollment of ninth graders in below-grade-level math has decreased by three percent in the last three years.

### Student Participation in Activities

LCC offers more than 66 extracurricular student clubs that are advised by 50 different teachers; LCC approximates that there are about 1,000 students involved in extracurricular clubs. LCC also has an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In the 2016-17 school year, the new bell schedule allowed room for many assemblies and pep rallies. The Homecoming Dance was attended by more than 1,150 students, while the Winter Formal was attended by more than 1,000 students.

In addition, students can participate in nationally recognized programs including, but not limited to, speech and debate, academic competition teams, theatrical/performing arts, and the only marching band in the district, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in education and personal growth. Large numbers of students are involved in service projects that are curriculum and community-oriented, and student-based.

Activity Source: AERIES SIS Report retrieved May 2017	Number of Student Participants
Speech and Debate	86
Academic Team (not a course)	26
Theater (including stage techs)	189
Dance	129
Band	41
ASB	48
Leadership	121
Journalism (MavNation show and MavLife newspaper)	58
Yearbook ( <i>The Stampede</i> )	42
Child Development course	47
Peer Tutors for Adaptive P.E.	13

Furthermore, LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports (24 CIF sanctioned sports and two club teams), earning numerous League, CIF, and Open Division Titles. During the 2015-16 school year, the total number sports offered by the school was 26, the total number of sports for boys and girls was 13 each, the total number of boys participating was 654, and the total number of girls participating was 452. During the 2016-17 school year, the athletic department reports that 1,124 students participated in sports.

### District Policies and School Financial Support

Source: Local Control Funding Formula Snapshot	2014-15 As of Feb. 2016, Annual	2015-16 As of Feb. 2016, P-1	2015-16 As of Feb. 2017, Annual	2016-17 As of Feb. 2017, P-1	2016-17 As of June 2017, P-2
LEA Funded Average Daily Attendance, grades 9-12 (ADA)	\$8,188.12	\$8,444.33	\$8,357.87	\$8,549.57	\$8,471.26
LEA Unduplicated Pupil	9.19%	9.19%	9.38%	9.54%	9.54%

Source: Local Control Funding Formula Snapshot	2014-15 As of Feb. 2016, Annual	2015-16 As of Feb. 2016, P-1	2015-16 As of Feb. 2017, Annual	2016-17 As of Feb. 2017, P-1	2016-17 As of June 2017, P-2
Percentage (UPP)					
Local Revenue	\$87,570,679	\$91,458,212	\$93,127,738	\$96,761,716	\$ 97,125,102
Education Protection Account State Aid	\$2,424,966	\$2,464,752	\$2,443,528	\$2,501,362	\$2,481,470
LCFF State Aid before Minimum State Aid	\$0	\$2,937,358	\$885,219	\$4,780,586	\$3,765,845
Additional State Aid for Minimum State Aid	\$353,318	\$0	\$0	\$0	\$0
Total Funding	\$90,348,963	\$96,860,322	\$96,456,485	\$104,043,664	\$103,372,417

## Pupil Achievement Outcomes

### Performance on Standardized Tests

#### CAASPP results: 11th grade students only

Level 1: Standard Not Met; Level 2: Standard Nearly Met; Level 3: Standard Met; Level 4: Standard Exceeded

ELA	CAASPP 2015	CAASPP 2016	Percent Change
Overall achievement all students	Level 1: 17% Level 2: 22% Level 3: 36% Level 4: 25%	Level 1: 11% Level 2: 20% Level 3: 36% Level 4: 33%	Level 1: -6% Level 2: -2% Level 3: 0% Level 4: +8%
Economically Disadvantaged	Level 1: 49% Level 2: 23% Level 3: 23% Level 4: 5%	Level 1: 44% Level 2: 24% Level 3: 24% Level 4: 8%	Level 1: -5% Level 2: +1% Level 3: +1% Level 4: +3%
Gender: Female	Level 1: 13% Level 2: 17% Level 3: 42% Level 4: 29%	Level 1: 5% Level 2: 19% Level 3: 38% Level 4: 38%	Level 1: -8% Level 2: +2% Level 3: -4% Level 4: +9%
Gender: Male	Level 1: 22% Level 2: 27% Level 3: 31% Level 4: 21%	Level 1: 17% Level 2: 22% Level 3: 33% Level 4: 28%	Level 1: -5% Level 2: -5% Level 3: +2% Level 4: +7%
I-FEP	Level 1: 10% Level 2: 20% Level 3: 40% Level 4: 30%	Level 1: 0% Level 2: 0% Level 3: 50% Level 4: 50%	Level 1: -10% Level 2: -20% Level 3: +10% Level 4: +20%
R-FEP	Level 1: 40% Level 2: 20% Level 3: 35% Level 4: 5%	Level 1: 10% Level 2: 30% Level 3: 45% Level 4: 15%	Level 1: -30% Level 2: +10% Level 3: +10% Level 4: +10%
English Learners	Level 1: 75% Level 2: 13% Level 3: 13% Level 4: 0%	Level 1: 81% Level 2: 19% Level 3: 0% Level 4: 0%	Level 1: +6% Level 2: +6% Level 3: -13% Level 4: 0%
Students with Disability	Level 1: 47% Level 2: 42% Level 3: 11% Level 4: 0%	Level 1: 53% Level 2: 24% Level 3: 18% Level 4: 5%	Level 1: +6% Level 2: -18% Level 3: +7% Level 4: +5%

From 2015 to 2016, LCC students made significant gains in achievement. With the exception of Level Three achievement for female students and English Learners, LCC students gained several percentage points in Level Three and Level Four

achievement. It is important to note that LCC gains a new cohort of EL students from year to year. In 2016, LCC enrolled many eleventh and twelfth grade students who had not been in U.S. school for any length of time.

Math	CAASPP 2015	CAASPP 2016	Percent Change
Overall achievement all students	Level 1: 24% Level 2: 22% Level 3: 30% Level 4: 24%	Level 1: 20% Level 2: 24% Level 3: 30% Level 4: 26%	Level 1: -4% Level 2: +2% Level 3: 0% Level 4: +2%
Economically Disadvantaged	Level 1: 54% Level 2: 33% Level 3: 7% Level 4: 7%	Level 1: 64% Level 2: 20% Level 3: 6% Level 4: 10%	Level 1: +10% Level 2: -13% Level 3: -1% Level 4: +3%
Gender: Female	Level 1: 22% Level 2: 22% Level 3: 34% Level 4: 22%	Level 1: 16% Level 2: 28% Level 3: 32% Level 4: 24%	Level 1: -6% Level 2: +6% Level 3: -2% Level 4: +2%
Gender: Male	Level 1: 26% Level 2: 22% Level 3: 26% Level 4: 26%	Level 1: 25% Level 2: 20% Level 3: 27% Level 4: 28%	Level 1: -1% Level 2: -2% Level 3: +1% Level 4: +2%
I-FEP	Level 1: 24% Level 2: 14% Level 3: 24% Level 4: 38%	Level 1: 0% Level 2: 19% Level 3: 25% Level 4: 56%	Level 1: -24% Level 2: +5% Level 3: +1% Level 4: +18%
R-FEP	Level 1: 30% Level 2: 45% Level 3: 10% Level 4: 15%	Level 1: 30% Level 2: 30% Level 3: 20% Level 4: 20%	Level 1: 0% Level 2: -15% Level 3: +10% Level 4: +5%
English Learners	Level 1: 83% Level 2: 11% Level 3: 6% Level 4: 0%	Level 1: 95% Level 2: 0% Level 3: 5% Level 4: 0%	Level 1: +12% Level 2: -11% Level 3: -1% Level 4: 0%
Students with Disability	Level 1: 75% Level 2: 18% Level 3: 7% Level 4: 0%	Level 1: 68% Level 2: 24% Level 3: 5% Level 4: 3%	Level 1: -7% Level 2: +6% Level 3: -2% Level 4: +3%

From 2015 to 2016, LCC students made significant gains in math achievement. Level Three achievement for four subgroups (economically disadvantaged students, female students, English learners, and students with disability) decreased by one to two percentage points. However, with the exception of no gains for English learners, all groups achieved gains in Level Four achievement.

### STAR Test Scores

Please see Appendix T for data.

### 2012-2013 AYP Report

- LCC achieved its adequate yearly progress and met 10 of 10 criteria.
- The participation rate target was 95% for ELA and math and LCC met all participation rate criteria.
- The percent proficient AMO for ELA was 88.9% and LCC met all percent proficient rate criteria.
- The percent proficient AMO for math was 88.7% and LCC met all percent proficient rate criteria.
- The 2012 base API for LCC was 834, and the 2013 Growth API was 859. With a growth of 25, LCC met 2013 API criteria. LCC's statewide rank was 9, and similar schools rank was 4.
- LCC's graduation rate goal was 90%, and it met the school-wide graduation rate, student group graduation rates, and overall graduation rate criteria.

Numerically Significant Student Groups	ELA % at or above proficient	Math % at or above proficient
Schoolwide	85.1	86.3



Numerically Significant Student Groups	ELA % at or above proficient	Math % at or above proficient
Asian	93.1	96.6
Hispanic/Latino	59.7	62.7
White	88.5	89.3
Socioeconomically disadvantaged	57.1	64.1
EL	29.0	40.6
Students with Disabilities	46.7	44.4

### 2013-14 AYP Report

- LCC did not achieve its adequate yearly progress, and met only five out of nine criteria.
- The participation target was 95% for ELA and math and LCC met the participation rate for both.
- The percent proficient AMO target for ELA was 100% and LCC did not meet the target.
- The percent proficient AMO target for math was 100% and LCC did not meet the target.
- API: According to the California Department of Education (<http://www.cde.ca.gov/ta/ac/ap/index.asp>), State Board of Education approved not to calculate API for 2014.
- The graduation rate goal was 90%; and LCC met the school-wide graduation rate, the school group graduation rates, and the overall graduation rate criteria.
- The school-level factors that led to not meeting AYP includes the fact that the percent proficient target was set at 100%, and LCC did not achieve 100% proficiency school-wide, or for any subgroups of students. LCC enrolls students of all language levels, including students who have just come to the U.S. from all over the world, and many students do not have proficiency in their home languages; it is extremely challenging for a newly-arrived student to achieve proficiency in a few months.
- LCC's percent proficiency went down for several reasons. LCC experienced test administration inconsistencies with the overall administration of the exam. The administration had a "lame duck" administration team because the administration knew they were not going to be working at LCC the following year. The staff expressed a lack of confidence in the administration team. There was a disconnect between administration and teachers that trickled down to students. At this time of administration transition during the spring of 2014, the tests were deemphasized.

Group	ELA % at or above proficient	Math % at or above proficient
Schoolwide	82.3	83.8
Asian	80	95
Hispanic/Latino	52.1	58.3
White	86.9	87.5
Socioeconomically disadvantaged	48	56
EL	22.2	7
Students with Disabilities	50.8	46.8

### 2014-2015 AYP Report

- LCC achieved its adequate yearly progress and met five out of five criteria.
- The participation rate target was 95% for ELA and math and LCC met the target for both.
- The percent proficient AMO target for ELA was 100%, and the percent proficient AMO target for math was 100%. Due to the transition to the SBAC, the U.S. Department of Education approved the CDE's waiver request to exclude the percent proficient results from AYP determinations. However, the U.S. Department of Education requires the percent proficient results be displayed on AYP reports (see table below).
- API: According to the California Department of Education, (<http://www.cde.ca.gov/ta/ac/ap/index.asp>), the State Board of Education approved not to calculate API for 2015.
- The graduation rate target was 90% and LCC met the school-wide graduation goal, the student group graduation rates, and the overall graduation rate criteria.
- LCC's numbers declined because 2015 was the first year of CAASPP test and, despite preparation, the students and staff did not exactly know what to expect. Also, the students took the new CAASPP test with the old math curriculum because the math standards were in transition for the CCSS rollout, and would be in transition for the following 2015-16 school year as well. The test was administered on the computer instead of with paper and pencil, which was an adjustment for staff and students.

<b>Student groups</b> Source: CDE	<b>ELA % at or above proficient</b>	<b>Math % at or above proficient</b>
<i>California</i>	56%	29%
Schoolwide	61.8%	55.3%
Asian	68.4%	73.7%
Hispanic or Latino	36.0%	17.6%
White	65.4%	61.1%
Socioeconomically Disadvantaged	32.5%	14.6%
ELs	22.7%	4.5%
Students with disabilities	14.9%	15.2%

### 2015-16 AYP Report

Not available from the CDE

### 2016 Accountability Transition Report

Participation rate goal was 95% and goal was met.

<b>Graduation Rates</b> Source: CDE Data Reporting Office, June 2017	<b>Class of 2013-14</b>	<b>Class of 2014-15</b>	<b>Class of 2015-16</b>
Schoolwide	97.0	95.6	94.0
Asian	100	93.3	94.7
Hispanic or Latino	89.0	87.1	69.2
White	98.3	97.0	98.1
Socioeconomically Disadvantaged	87.3	88.2	72.4
ELs	72.0	71.9	42.4
Students with disabilities	85.7	79.4	83.6

At LCC, the Functional Life Skills students and the TAP students move to the adult transition program and earn a certificate of completion, instead of a high school diploma. Many EL students come to the school with few to no transfer credits from their previous schools and home countries and, often, students transfer to the school later in their teenage years. It is important to also note that the same students may fall in several of the above subgroups.

<b>SAT results</b> Source: CDE	<b>2013-14</b>	<b>2014-15</b>
Grade 12 Enrollment	478	537
Number tested	302	357
Avg. Score Reading	552	542
Avg. Score Math	573	574
Avg. Score Writing	553	542
# Scores >=1500	231	264
% Scores >=1500	76.49%	73.95%
<b>CA STATE</b>	45.86%	44.30%
% Scores >=1500		

<b>SAT results</b> Source: CDE Data Reporting Office, June 2017	<b>2015-16</b>
Grade 12 Enrollment	470
Number tested	293
Avg. Score Evidence-Based Reading and Writing	540
Avg. Score Math	570
Avg. Score Writing	548
# Scores >=1500	205
% Scores >=1500	69.97%
<b>CA STATE</b>	41.93%
% Scores >=1500	

The College Board launched a new SAT for the first time in eleven years. The new SAT returned to the 1600-point scale, with the Math and Reading sections providing a score between 200 and 800. The new SAT also set college-and-career-ready benchmarks. Students that meet the benchmark for both the Math and the Evidence-Based Reading and Writing are deemed college and career ready.

<b>ACT results</b> Source: CDE	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Grade 12 Enrollment	487	537	470
Number tested	271	307	309
Avg. Score Reading	25	26	25



<b>ACT results</b> Source: CDE	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Avg. Score English	26	26	25
Avg. Score Math	26	26	26
Avg. Score Science	25	25	25
# Scores >=21	230	270	255
% Scores >=21	84.87%	87.95%	82.52%
<b>CA State % Scores &gt;=21</b>	<b>56.56%</b>	<b>57.45%</b>	<b>57.44%</b>

Both eleventh and twelfth grade students sign up to take the ACT examinations.

### Advanced Placement Test Results

The person responsible for maintaining course approval is Assistant Principal Justin Conn.

Source: 2017 AP Five Year School Summary, College Board	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Total AP students	716	642	721	588	581
Number of exams	1507	1409	1722	1344	1259
AP students with scores 3+	524	499	542	460	437
% of total AP students with scores 3+	73.2%	77.7%	75.2%	78.2%	75.2%
Average Number of Tests Per Student	2.1	2.2	2.4	2.3	2.2

Source: LCFF State Priorities Snapshot 2015-16	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Grades 10-12 Enrollment and Percent of Students Who Took At Least One AP Exam	1,603 (44.7%)	1,530 (1.9%)	1,559 (46.2%)	NA

<b>Number of AP exams with Scores</b> Source: CDE Data Reporting Office, June 2017	<b>2014</b>	<b>2015</b>	<b>2016</b>
Number of AP exams with a score of 1	67	94	68
Number of AP exams with a score of 2	286	371	268
Number of AP exams with a score of 3	487	569	469
Number of AP exams with a score of 4	374	468	335
Number of AP exams with a score of 5	192	214	204

Since each cohort of students is different, LCC experiences slight, but fluctuating, enrollment in AP classes and sign-ups for the examinations. This fluctuation is typical. Also, students seem to be more selective in finding courses that are best choices for them as students and people, instead of stacking their schedules with many AP courses. We may see differences in the trend in the next few years because of the impact of the new seven-period bell schedule and focus on balance and student wellness.

### Post-enrollment data Pupils who are college and career ready [state priority #4]

Prior to the final check-out of their classes, senior students are required to fill out a Senior Survey; the survey is usually filled out the week of graduation. The Senior Survey questions include asking about the students' plans for the future.

<b>Plans after Graduation</b> (Source: Senior Survey; students self-report)	<b>2014</b>	<b>2015</b>	<b>2016</b>
Approximate percentage of students who planned to attend a four-year college	67%	71%	75%
Approximate percentage of students who planned to attend a two-year college	26%	22%	20%
Approximate percentage of students who planned to enter the workforce or enlist in the armed forces	7%	7%	5%

In the last three years, the percentage of students who planned to attend a four-year college has increased by eight percent, the percentage of students who planned to attend a two-year college has decreased by six percent, and the percentage of students who planned to enter the workforce or enlist in the armed forces decreased by two percent.

### Number and Percent of students by proficiency level on CELDT annual assessment

Fields with asterisks (\*) indicate data not available from California Department of Education Data Reporting Office  
 Source: California Department of Education Data Reporting Office, Dataquest, CELDT Reports

Grade	Advanced			Early advanced			Intermediate			Early Intermediate			Beginning		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
9	2; 9%	1; 4%	1; 9%	6; 27%	5; 19%	3; 27%	9; 41%	11; 42%	4; 36%	4; 18%	6; 23%	*	1; 5%	3; 12%	3; 27%
10	2; 14%	4; 17%	3; 13%	4; 29%	10; 42%	10; 42%	6; 43%	3; 13%	4; 17%	1; 7%	6; 25%	3; 13%	1; 7%	1; 4%	4; 17%
11	4; 24%	3; 20%	2; 11%	6; 35%	2; 13%	2; 11%	3; 18%	2; 13%	8; 44%	1; 6%	2; 13%	4; 22%	3; 18%	6; 40%	2; 11%
12	2; 10%	3; 16%	1; 6%	6; 30%	9; 47%	4; 25%	9; 45%	1; 5%	1; 6%	3; 15%	2; 11%	4; 25%	*	4; 21%	6; 38%
Total	10; 14%	11; 13%	7; 10%	22; 30%	26; 31%	19; 28%	27; 37%	17; 20%	17; 25%	9; 12%	16; 19%	11; 16%	5; 7%	14; 17%	15; 22%

Due to influx of students throughout the school year, and inconsistency in enrollment from year to year, test scores do not reflect consistent growth in language acquisition skills. LCC has seen the influx of students from Guatemala with low literacy levels in their home languages.

### EL Reclassification Rate

#### 2014-15 Title III Accountability Report: School Level Data

AMAO 1: Percentage of ELs Making Annual Progress in Learning English			
Year	2012-13	2013-14	2014-15
Number of annual CELDT takers	89	73	84
Number in cohort	89	73	84
Percentage with Prior CELDT Scores	100%	100%	100%
Number in Cohort Meeting AMAO 1	52	39	44
Percentage Meeting AMAO 1	58.4%	53.4%	52.4%
AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT			
Fewer than 5 years Cohort:			
Number of English Learners in Cohort	35	25	36
Number in Cohort Attaining the English Proficient Level	9	3	7
Percentage of Cohort Attaining English Proficient Level	25.7%	12.0%	19.4%
5 Years or More Cohort			
Number of English Learners in Cohort	62	56	57
Number in Cohort Attaining the English Proficient Level	30	27	26
Percentage of Cohort Attaining English Proficient Level	48.4%	48.2%	45.6%
AMAO 3: Adequate Yearly Progress of EL Student Group			
Participation Rate for English Learner Student Group			
English-Language Arts/Literacy	97%	98%	100%
Mathematics	100%	100%	100%
Number and Percent Proficient			
ELA	9 (29.0%)	6 (22.2%)	5 (22.7%)
Math	13 (40.6%)	10 (37.0%)	1 (4.5%)
Graduation Rate for English Learner Student Group	NA	NA	NA

2015-16 Title III Placement Year: Year 4+

## Reclassification Rate

Number and percentage of students Redesignated Fluent English Proficient  
Source: California Department of Education Data Reporting Office

2014-15	2015-16	2016-17
7 (6.9%)	13 (12.4%)	4 (4.1%)

## Percent of EL Students Who Made Progress Toward English Proficiency

Source: LCFF State Priorities Snapshot 2015-16

2013	2014	2015
57%	53%	52%

## LAS Links Assessment

Source: 2016 SPSA	2014-15	2015-16	2016-17 (source: LAS report; test taken Nov. 2016)
% of students who attained proficiency	15.6%	12.5%	16.8%
% of students who increased one proficiency level	34.4%	34.4%	NA

It is important to keep in mind that each cohort of students is vastly different. However, the percentage of students who have attained proficiency has dropped by 3%, then risen by 4% in the past three years.

## Share of students determined prepared for college by EAP [state priority #4]

EAP Scores Source: 2016 SPSA	2012-13	2013-14 District did not participate	2014-15	2015-16
<b>English</b>				
Students tested	429 (96%)	NA	455 (96%)	458 (97%)
Ready for college (CAASPP Standard Exceeded)	171 (40%)	NA	25%	33%
Ready for college-conditional (CAASPP Standard Met)	67 (16%)	NA	36%	36%
Not Yet Demonstrating Readiness (CAASPP Standard Nearly Met)	NA	NA	22%	20%
Did not demonstrate college readiness on this assessment/Not Ready (CAASPP Standard Not Met)	191 (45%)	NA	17%	11%
<b>Math (total)</b>				
Students tested	235 (68%)	NA	456 (96%)	457 (97%)
Ready for college (CAASPP Standard Exceeded)	56 (24%)	NA	24%	26%
Ready for college-conditional (CAASPP Standard Met)	135 (57%)	NA	30%	30%
Not Yet Demonstrating Readiness (CAASPP Standard Nearly Met)	NA	NA	22%	24%
Did not demonstrate college readiness on this assessment/Not Ready (CAASPP Standard Not Met)	44 (19%)	NA	24%	20%

For English, 69% of LCC students are “ready for college” or “conditionally ready for college” and in math, 66% are “ready for college” or “conditionally ready for college.” The change in percentages could be a result of the changes in the presentation of the Early Assessment Program Early Placement Test; whereas in 2012-13 the English EPT had a separate essay test along with select multiple choice questions on the STAR test, in 2014-15 and 2015-16, the EPT is completely folded into the CAASPP/SBAC test. As mentioned before, the SBAC test is inherently different from the STAR test, and the changes in percentages may be a reflection of that change.

**Other pupil outcomes as described in Ed Code or local districts** [local priority 8]

According to the 2014-15 SARC, 13.10% of ninth graders met four out of six fitness standards, 29.60% of ninth graders met five out of six fitness standards, and 45.80% of ninth graders met six out of six fitness standards. According to Ed-Data, in 2014-15, the percent of students at health risk on the physical fitness exam for 9th grade were as follows: 6.2% for aerobic capacity, and 6.9% for body composition.

To assess students to see if they qualify, the Special Education department uses the Woodcock Johnson IV for academics (math, reading, writing). They also use Scholastic Reading Inventory (SRI) to help aid in placement of students in fundamentals classes. Assessments embedded in classes/coursework are also reviewed and considered in determining placement.

**Report Card Analysis: Percentages of D and F**

Source: AERIES SIS accessed March 2017	Fall 2014-15	Spring 2014-15	Fall 2015-16	Spring 2015-16	Fall 2016-17	Spring 2016-17
<b>Total Enrollment</b>	<b>1955</b>	<b>1955</b>	<b>1853</b>	<b>1853</b>	<b>1923</b>	<b>1923</b>
Number and percentage of students who earned at least one D/F on semester report card	344 18%	310 16%	308 17%	289 16%	246 13%	NA
<b>Special Education Enrollment</b>	<b>261</b>	<b>261</b>	<b>240</b>	<b>240</b>	<b>245</b>	<b>245</b>
Number and percentage of students with IEPs who earned at least one D/F on semester report card	107 40%	85 33%	94 39%	84 35%	68 28%	NA
<b>504 Enrollment</b>	<b>68</b>	<b>68</b>	<b>58</b>	<b>58</b>	<b>57</b>	<b>57</b>
Number and percentage of students with 504s who earned at least one D/F on semester report card	13 19%	10 15%	20 34%	18 31%	12 21%	NA

For the overall student body, the percentages of D and F grades have steadily decreased by 5% in the last five semesters. For special education students, the percentages of D and F grades have steadily decreased by 12% in the last five semesters. For students with 504 Plans, the percentages of D and F grades have fluctuated, but have generally risen over the last five semesters.

**Engagement Indicators from Parents and Students [state priority 3]:**

SDUHSD and LCC seek parent input via online surveys and the School Site Council. In addition, LCC holds “Morning with Marcus,” the principal, to disseminate information and receive feedback from parents and community members. Parents and community members were a part of the WASC Focus On Learning process in the 2016-17 school year. LCC also holds “information nights” and often receives feedback during those events. LCC receives input from parents at ELAC meetings as well. Families who receive special education services attend regular IEP meetings, and contact with teachers and special education case carriers as requested and necessary. In addition, the school has a Student Success Team that holds regular meetings for students who need extra help or guidance. Many of the teachers, administration, and the principal live in the community and often receive informal feedback from parents and community members.

**High School Graduation Cohort Outcome Data, Including Dropout Rate** [state priority 5]:

Source: CDE Data Reporting Office An asterisk (*) appears on Internet reports to protect student privacy where there are ten or fewer students.	2012-13	2013-14	2014-15	2015-16
Cohort Students	520	468	526	469
Cohort Graduates	507	454	503	441
Cohort Graduation Rates	97.5	97.0	95.6	94.0
Cohort Dropouts	*	*	13	17
Cohort Dropout Rate	1.3	2.1	2.5	3.6
Cohort SpEd Completers Rate	0.2	0.2	1.3	1.1
Cohort Still Enrolled Rate	1.0	0.6	0.4	1.3
Cohort GED Completer Rate	0.0	0.0	0.2	0.0
<b>Significant Subgroups</b>				
Hispanic/Latino of Any Race: Cohort Students	91	73	70	65
• Cohort Graduates	83	65	61	45

Source: CDE Data Reporting Office An asterisk (*) appears on Internet reports to protect student privacy where there are ten or fewer students.	2012-13	2013-14	2014-15	2015-16
• Cohort Grad Rate	91.2	89.0	87.1	69.2
• Cohort Dropout Number and Rate	* / 4.4	* / 9.6	* / 7.1	14/21.5
• Cohort SpEd Completers Rate	1.1	0.0	4.3	3.1
• Cohort Still Enrolled Rate	3.3	1.4	1.4	6.2
• Cohort GED Completers Rate	0.0	0.0	0.0	0.0
Asian, Not Hispanic: Cohort Students	*	*	30	19
• Cohort Graduates	*	*	28	18
• Cohort Grad Rate	*	*	93.3	94.7
• Cohort Dropouts and Rate	*	*	* / 3.3	* / 0.0
• Cohort SpEd Completers Rate	*	*	3.3	5.3
• Cohort Still Enrolled Rate	*	*	0.0	0.0
• Cohort GED Completers Rate	*	*	0.0	0.0
White, Not Hispanic: Cohort Students	390	353	413	361
• Cohort Graduates	385	347	401	354
• Cohort Grad Rate	98.7	98.3	97.1	98.1
• Cohort Dropouts and Rate	* / 0.8	* / 0.8	* / 1.7	* / 0.8
• Cohort SpEd Completers Rate	0.0	0.3	0.7	0.6
• Cohort Still Enrolled Rate	0.5	0.6	0.2	0.6
• Cohort GED Completers Rate	0.0	0.0	0.2	0.0

The cohort graduation rate for Hispanic/Latino students has decreased and the dropout rate has increased significantly, while the numbers for other significant groups have remained relatively stable.

### Average daily rate of attendance [state priority 5]

Source: AERIES SIS

2013-14	2014-15	2015-16	2016-17
95.5%	95.28%	95.42%	NA

The average daily rate of attendance remained consistent at about 95% for the last three years, with a dip of 1.5% in attendance in the last year.

### Chronic absentee rate [state priority 5]:

Source: AERIES SIS Analytics dashboards; retrieved June 2017	2013-14	2014-15	2015-16	2016-17
All Students	7.2%	7.7%	7.8%	8.9%
English Learners	14.8%	18.8%	15.6%	26.7%
Socioeconomically Disadvantaged	12.7%	16.0%	12.1%	21.3%
Special Education	18.5%	19.1%	15.0%	19.4%

The chronic absentee rate at LCC has remained steady from 2013 to 2016 at about 7-8%. For subgroups, the percentages seem to have peaked in the 2014-15 school year, and then dropped. Even so, the absentee rate for ELs has risen 1% from 2013-14 to 2015-16, the rate has remained virtually the same for socioeconomically disadvantaged students, but has dropped 3.5% for Special Education students. However, all groups have risen significantly in the 2016-17 school year.

### Tardiness rate [state priority 5]

Source: AERIES SIS "Student Absence Totals" as of May 25, 2017	2013-14	2014-15	2015-16	2016-17
Total enrollment (as of last day of school)	2017	1955	1853	1886
Number of tardies/year	17,628	17,360	19,454	16,557
% of tardies over all periods for the entire school year (6 periods)	1.6%	1.6%	1.9%	1.6%
Avg. number of tardies per student	8.73	8.88	10.50	8.78

We arrived at the numbers above by calculating the total number of tardies per year divided by the number of students enrolled. We calculated only tardies labeled as unexcused, both over 30 minutes and under 30 minutes, and the tardy label that teachers mark in Aeries. One must remember that the “average number of tardies per student” means that some students were tardy many more times than the average, and some students were tardy fewer times, if ever. In the last few years, the number of tardies is on the rise. The formula we used is as follows: 6 classes x 90 days per period = 540 periods per student per year; 540 x total number of students per year = total number of periods for all students.

### Discipline referrals [local priority 6]

Source: AERIES SIS as of May 25, 2017	2013-14	2014-15	2015-16	2016-17 as of May 18, 2017
Number of Referrals	1,013	947	437	470
Top Three reasons for referrals	Class rules Defiance Cell phone	Class rules Cell phone Defiance	Cell phone Class rules Cheating	Cheating Cell phone Class rules

The numbers above indicate that the number of discipline referrals decreased significantly from the 2014-15 school year to the 2015-16 school year. However, in the last year, the number of discipline referrals rose. The numbers above indicate the numbers and categories that the assistant principals input into AERIES student information system. These may be referrals that an AP gets from a teacher, a campus supervisor, or a student the AP finds himself/herself. The numbers above show referrals that are behavior-related and do not pertain to attendance. Our records indicate that cell phone use violations halved over the last few years, possibly because teachers have embraced the use of technology in the classroom, and the district has a bring-your-own-device policy.

In the 2015-16 school year, the school started implementing the “restorative practice” into the discipline model. All APs and counselors were trained in this practice. Subsequently, by looking at the root of behavior issues instead of merely punishing the actions, the assistant principals report that students are gaining a better understanding of their behavior, and the recidivism rate is down along with a drop in defiance issues. In addition, the school added a social worker as a line of intervention.

In 2015-16, the school gained two new assistant principals. In the years 2015-17, a first-time cell phone violation is not recorded, which, in previous years, may have been recorded. The assistant principals are now more hands-on in terms of inputting discipline data into Aeries. In previous years, it was left to administrative assistants. Cell phone violation: 1st time violation is not recorded this year; may have been recorded in previous years

### Referrals to the READI Program

2014-15	2015-16	2016-17 as of May 25, 2017
31	36	38

The number of referrals to the READI program, the drug awareness program, are on the rise. Students are referred to the READI program when they are caught with drugs or drug paraphernalia. We do not think that more students are using drugs, but that an explanation for the uptick is that the school was able to add more resources: in the 2015-16 school year, the school was able to add a third Assistant Principal, and in 2016-17, the school was able to add more campus supervisors.

### Suspension rates [state priority 6]

2012-13 LCFF Snapshot 2015-16	2013-14 LCFF Snapshot 2015-16	2014-15 LCFF Snapshot 2015-16	2015-16 AERIES SIS	2016-17 AERIES SIS
61 students (2.7%)	26 students (1.2%)	29 students (1.4%)	40 students (2.2%)	36 students (1.9%)

From 2012-13 to 2014-15, the suspension rate dropped 1.3%. However, it seems to be on the rise since 2014-15. The school has gained new assistant principals and campus supervisors, which may be factors in the rise.

### Expulsion rates [state priority 6]

2012-13 LCFF Snapshot 2015-16	2013-14 LCFF Snapshot 2015-16	2014-15 LCFF Snapshot 2015-16	2015-16 AERIES SIS	2016-17 AERIES SIS
3 students (0.13%)	1 student (0.05%)	0 students (0.0%)	2 students (0.0%)	6 students (0.3%)



From 2012-13 to 2014-15, LCC's expulsion rate dropped from three students to zero students. However, it seems to be on the rise since 2014-15. The school has gained new assistant principals and campus supervisors, which may be factors in the rise.

### Truancy Rates

Source: CDE	2013-14	2014-15	2015-16	2016-17
LCC	58.29%	65.91%	NA	NA
District	48.46%	55.05%	NA	NA
County	24.61%	24.95%	NA	NA
State	31.14%	N/A	NA	NA

In the 2012-13 school year, LCC's funding had basic aid funding; under basic aid, attendance was not enforced and teachers did not take attendance with care. LCC then switched from basic aid to average daily attendance in the 2013-14 and 2014-15 school years, and accurate attendance has been enforced from 2013-15. In addition, the only excused absence is "illness" and others are "unexcused," so these could be reasons why the percentages seemed to jump between 2012-13 and 2013-14. LCC also did away with the "loss of privileges" list in 2014-15 because it did not seem to serve the purpose for which it was intended; instead of serving as a deterrent from tardies and truancies, it seemed to punish the students who were involved with school activities, and not the students who were disengaged from school activities who were also the students whose names appeared most frequently on the list. In contrast, Saturday School and Friday Night School seemed more effective as a deterrent than the "loss of privileges" list. Most importantly, LCC now looks at students more holistically and has adopted a restorative discipline policy. LCC employs a social worker, and administration members meet with students to solve the root of the students' struggles instead of just punishing them.

In 2012-13 and previous years, parents were allowed to excuse absences to the last day of school; in 2013-14 and subsequent years, parents must excuse and absence within 48 hours of the absence, and the school has enforced the policy consistently.

### Student connectedness survey results

Target Statements	2013 California Healthy Kids Survey Overall school mean	2015 California Healthy Kids Survey (every 2 years) Overall school mean	2016 Site Climate Survey for Students delivered in Math class; Google Form Survey	2017 California Healthy Kids Survey Overall school mean
Percent of students who <u>disagree</u> with target statements				
I feel safe at school	5%	4%	8%	7%
I feel an adult cares about me	6%	8%	11%	10%
I feel like part of my school	15%	15%	15%	18%
Teachers at school treat students fairly	13%	14%	7%	20%
I do things at school that make a difference	21%	25%	24%	27%

The percentages of students who disagree have risen. This data indicate that more students feel unsafe at school, fewer students feel that an adult cares about them, and the fewer students feel that they make a difference at school.

### Crime Statistics

Source: Automated Regional Justice Information System (ARJIS) report for Carlsbad, California	Jan-Dec 2013	Jan-Dec 2014	Jan-Dec 2015	Jan-Sept 2016
Total Violent Crime (murder, rape, armed robbery, strong arm robbery, aggravated assault)	223	204	171	161
Total Burglary (residential and non-residential)	525	331	365	293
Total Theft (greater and less than \$400)	1437	1272	1629	1293
Total Property Crime	2086	1731	2135	1712
Crime Index	2309	1935	2306	1873



## Schoolwide Learner Outcomes

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Selected School-wide Learner Outcome:

1. School culture and connectedness: Based on internal survey data, 7.9% of students indicated that they do not regularly feel safe on campus. The California Healthy Kids Survey (CHKS) results show that 15% of students do not feel like they are a part of LCC, and 24% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate is 65.9% and chronic absenteeism stands at 7.8%. 29 students were suspended out of school in 2015-16. These numbers seem to be on the rise, so LCC recognizes the fact that changes need to be made and interventions need to be implemented.

## Perception Data

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### *Site Climate Survey for Parents*

In the fall of 2016, LCC encouraged parents and community members to participate in a 17-question school climate survey using Google Forms. It was advertised in the LCC email newsletter, on the school web site, in the School Site Council meeting, and Mornings with the Principal. LCC received 157 total responses.

Question one asked in what capacity the person was responding to the questions in the survey: parent of a current LCC student, parent of a former LCC student, and/or community member. Respondents could check all that applied to him/her. One hundred fifty-two (96.8%) respondents replied they were parents of a current LCC student; 32 (20.4%) replied that they were parents of a former LCC student, and 2 (1.3%) replied that they were community members; the overlap in responses occurred since a person could also be a parent of a current and former student.

Question two asked how many years the person had been affiliated with LCC. People responded as follows: 38.9% had been involved four or more years; 23.6% had been involved for two to three years; 19.7% had been involved for one to two years, and 17.8% had had been involved for fewer than one year.

The remaining questions used a Likert scale to measure perception, a score of one meaning "strongly disagree," and a score of five meaning "strongly agree." The majority of parents surveyed "strongly agreed" and "agreed" that students were successful, safe, and academically challenged at LCC. The majority also felt that school rules and expectations were clearly communicated, that administrators treated students with respect, and that there were many ways to be involved in the school. A smaller majority thought that LCC provides an effective process to keep parents informed about student progress, about students' learning plans and college and career information, and the mission and vision of the school. However, about 29% of parents thought that students were not getting appropriate individual support in their academic growth, and about 35% of parents thought that their student was not being challenged to improve over the course of the year. About 14% of parents thought that teachers did not include critical thinking activities to evaluate students, with 32% of parents neither agreeing nor disagreeing. About 39% of parents did not think that LCC offers a wide variety of electives to students. About 53% agreed that the administration and faculty value parent and community feedback.

At the end of the parent/community member survey, LCC asked parents to provide a free-form response that will help LCC continue to improve. LCC asked the respondents to not include any names of individuals. The general synthesis from the free-form responses include:

- Parent dissatisfaction with the Common Core math pedagogy and curriculum
- A need for more information from the Special Education department, and more opportunities for students in Special Education programs to engage in core academic classes and other aspects of the school community
- A disconnect between the information the school publishes and the information that parents perceive that they receive from the school
- A desire for more diverse career and vocational education opportunities
- An increase in school spirit

Additional information and survey results can be found in Appendix P.

### *Site Climate Survey for Students*

LCC also asked students to complete a 22-question school climate survey in the fall of 2016. The students completed the survey on Chromebooks or on their personal devices during their math class. LCC received 1,024 responses from students: 24.6% were ninth graders, 31.1% were tenth graders, 20.9% were eleventh graders, and 23.4% were twelfth graders.

The remaining questions used a Likert scale to measure perception, a score of one meaning “strongly disagree,” and a score of five meaning “strongly agree.” About 64% of students surveyed like the new seven-period bell schedule; however, only about 30% think that ESP is good use of instructional time. A majority of students reported feeling safe at LCC (78%), having a positive learning experience at LCC (79%), and being treated with respect (77%). A majority also think that LCC is a clean and orderly environment (80%). A great majority of students report caring about their education (79%), and are proud of being a student at LCC (85%). Most students (77%) reported that they have a staff member to talk to about educational concerns, that staff is available to help them (75%), that administration treats them with respect (72%), and they feel informed about graduation and college requirements (74%). Many students (82%) feel that LCC has high expectations of them. However, only about 50% say their parents are involved in LCC activities, and that LCC offers opportunities to be involved in the community (61%). About 63% feel that teachers clearly explain goals and purposes for classroom activities, and 53% feel that teachers explain the purposes for homework. Most students, 63%, feel that teachers use a variety of teaching strategies, 72% feel that teachers provide problem-solving and critical thinking activities, and 62% think that teachers provide time to help students and provide meaningful feedback.

In the 2016-17 school year, LCC started a new student-lead forum called “Mav Voices,” which meets several times per semester at lunch to discuss topics of concern to students on campus. Several administrators attend to take notes on the discussion, and only speak when questions are directed toward them. Several topics have included the new bell schedule and its consequences, how to involve more students at school, especially in lunchtime activities, and how to make the school more welcoming to transfer students and freshmen.

Also in the 2016-17 school year, many students participated in the WASC Focus on Learning self-study by being part of the Student Home Group and attending Focus Group meetings.

Additional information and survey results can be found in Appendix U.



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# Chapter Two: Progress Report

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## Significant Developments

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### *Further Focus on Professional Collaboration Time*

LCC adopted a new bell schedule with Monday collaboration early-dismissal days every other week. Teachers participate in at least four dedicated district department professional development days per year. Teachers on special assignment (ToSA) have release periods, or are released from teaching duties, to provide assistance to teachers regarding technology and EL strategies.

### *Focus for Each Year*

LCC has focused on community wellness for the past few years. Each year is focused on a specific topic. The 2014-15 school year focused on celebrating academics, arts, athletics. The 2015-16 school year focused on culture, connection, community. The 2016-17 school year focused on student, staff, community wellness. In keeping with the focus for the 2016-17 school year, and in response to community feedback, the new bell schedule allows for Extended Study Period (ESP) time for each period. During ESP, students may focus on homework, studying for an upcoming test, working on long-term projects, and other academic tasks that will free their time after school for extracurricular activities and family time. In addition, several assemblies have been added to the calendar to raise school spirit and to bring students together as a community that cares for one another.

### *Curriculum changes and additions*

The seven-period bell schedule introduced in the 2016-17 school year allows students to have more room and flexibility in their schedules to take classes they want, to come to school later, or to leave school earlier. LCC is committed to increasing the number and variety of electives for students. We have added classes including, but not limited to, International Cuisine, Teaching and Learning, Psychology, Shaping, Robotics, AP Computer Science, Principles of Computer Science, and Spanish for Spanish Speakers. LCC has embraced the California Common Core State Standards for math and English. The science department is working on the Next Generation Science Standards. The social science department has been working on the new Social Science Framework since the formal roll-out in April of 2017.

### *Newcomer Academy*

In 2015, LCCHS created the Newcomer Academy. The Newcomer Academy welcomes English Language learners who are entering the United States school system for the first time and who have limited English proficiency, or who have gaps in their formal education. The EL counselor and EL team work with these students to design a personalized plan so that they are informed and prepared in their learning. Students receive English, mathematics, science, and social studies instruction in sheltered courses. The students may spend from a few months to four years in the program. The Newcomer Academy also offers orientation to American culture, after school activities, and career pathway options. The goal of the Newcomer Academy is to provide a welcoming and respectful environment that meets the unique linguistic, academic, and social/emotional needs of English Language Learners. As a community, by using an intensive curriculum and research-based instructional strategies, LCCHS EL teachers and counselors collaborate to promote language and academic skills needed for participation in all classes.

### *International Baccalaureate*

LCCHS is currently in the International Baccalaureate Diploma Programme (IB DP) candidacy stage in preparation for authorizations as an IB Diploma Programme World School. The application for authorization is due June 1, 2017. A team of administrators and teachers have attended IB DP training workshops. The SDUHSD School Board, is in complete support of the IB DP at LCCHS. LCCHS is intending to offer the following IB courses the 2018/2019 academic year:

English: Language and Literature, Biology, Visual Arts, Film, Study of the Americas, Mathematics and Mathematical Studies, French, and Spanish. A pilot course, Introduction to International Baccalaureate, is being offered for the 2017/2018 academic year. The class is intended to lay a foundation for students considering taking International Baccalaureate courses during their Junior or Senior years. The focus will be on exposing students to the IB Learner Profile that call on schools, "...to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world." LCCHS's Mission and Vision Statements are aligned with IB DP's mission statement. Becoming an IB World School is an ongoing process that will bring many excellent curriculum opportunities to the campus.

### *Administration and Staffing*

From 2009 to 2014, LCC maintained mostly the same administration team, which was the first time in the school's history that three of the same administrators have served together for an extended period of time. This continuity allowed the administration team to form meaningful relationships with teachers and school staff, allowed for the school to experience stability in mission and direction, and allowed a more cohesive approach to implementing and managing the school's Action Plan. Unfortunately, one Assistant Principal position was eliminated in 2013 due to previous declines in student enrollment.

In the 2014-15 school year, LCC started building another administration team. The current principal came to LCC in the 2014-15 school year. One current assistant principal began in 2014-15 school year, and the other two assistant principals came in 2015-16. Thus, LCC has had a complete turn-over of the administration team since the last WASC self-study in 2011. However, the administration team has quickly helped LCC get back to the continuity it enjoyed from 2009 to 2014.

Furthermore, the current administration team is a cohesive, functional unit that leads by example and has the confidence and respect of LCC's staff and faculty.

For many years, LCC had only one person dedicated to campus supervision. In the 2016-17 school year, LCC hired two new campus supervisors, bringing the total to three people dedicated to campus supervision. Since the administration is dedicated to quality of work and safety for students, LCC's staffing for campus supervisors has fluctuated throughout the year, eventually ending with one full-time campus supervisor and one part-time campus supervisor.

### *California State Seal of Biliteracy*

In the 2015-16 school year, the district and LCC started offering students the California State Seal of Biliteracy. For a student whose primary language is English, the requirements are: 1) Students must have completed all English/Language Arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes, 2) Students must have passed the California Standards Test in ELA (administered in grade eleven) at the "proficient" level, and 3) Students must demonstrate proficiency in one or more languages other than English through one of the following methods: a) Pass a foreign language Advanced Placement (AP) exam with a score of three or higher, b) Pass an International Baccalaureate examination with a score of four or higher, c) Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study, or d) Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher. If the primary language of a student in grades nine to twelve, inclusive, is other than English, the student must also meet the following two academic requirements: 1) Achieve Early Advanced proficiency level on the California English Language Development Test (CELDT), which may be administered an additional time, as necessary, and 2) Meet the requirements above as stated in 1, 2, and 3. One gold, embossed, self-adhesive seal will be provided for each qualifying graduate to be placed upon the diploma or transcript.

### *Passage of School Bond Proposition AA*

In November of 2012, the San Dieguito Union High School District successfully obtained voter approval for a school facilities ballot initiative, known as Proposition AA. Prop AA is a \$449 million bond initiative to "provide safe, modern schools and prepare students for success in college and careers by repairing and upgrading outdated classrooms and schools, construction and upgrading school facilities, including classrooms, science labs, and libraries, improving safety and security, and supporting career training and math, science, and technology instruction with 21st Century instructional technology and facilities."

The initial phase of this project started in June of 2013, when LCC received campus-wide Heating, Venting, and Air Conditioning (HVAC) upgrades which included the installation of air conditioning in every classroom. Teachers report that

the new systems are making their classrooms comfortable in the warmer months and the increased capacity for localized climate control allows for students to have an environment that is more conducive to learning.

In June 2013, LCC also began the first phases of significant upgrades to the campus’s technological infrastructure. In this first phase, contractors replaced the initial data network that was installed when the school opened in 1996. New state-of-the-art fiber optic network cabling was installed throughout the campus, allowing for increased bandwidth and also providing the infrastructure necessary to provide a fully functional wireless network with a capacity to accommodate devices brought to school by students and staff and, additionally, to accommodate increased wireless technology provided by the school. In the fall of 2013, each classroom was retrofitted with specific wiring and cables that will allow for high capacity wireless “broadcasters” to be placed in each room, which will ensure that the entire campus will have the necessary wireless capacity to simultaneously increase the amount of technology-based instruction at any given time. In the spring of 2013, each classroom was equipped with “short throw” digital projection systems. One advantage of this initiative is that every classroom is equipped with standard technology. These technological upgrades allow for classes to increase their ability to have industry-standard projection systems that are both cost efficient and easy to operate. In general, the infrastructure improvements allow for LCC to employ technologically-sound instructional practices for the next several years, which will allow for an increased ability to execute the curricular approach of the Common Core.

LCC also created the Learning Commons. The original blueprint for the Proposition AA projects at LCC planned for the construction of a “teleconference center,” which would have been a new building that could best be described as a multipurpose facility with a large flexible use classroom and with a room that could serve as a mini-auditorium when needed. After the bond’s passage, it was determined that the cost of a new facility would exceed estimates. Instead, it was determined that the existing Media Center building would be transformed into a fully flexible learning space that could also have the capacity to seat larger groups of people in a setting that was more comfortable than the gymnasium, but less formal than the theater. Architects proposed a complete repurposing of the entire Media Center space. Existing walls were removed to increase the active floor space, allowing for the creation of three “learning zones,” each distinguished with portable seating that can be configured in nearly any way necessary to serve learning needs. Each of the three zones have power outlets that allow for the use of various forms of mobile technology. In addition, two small-group study rooms were constructed to provide collaboration spaces for students and teachers who wish to use it. A “flex room” was added, with a Chromebook cart and with flexible furniture that can be configured in several ways, according to the needs of the students and curriculum. Two additional computer labs were refurbished with Chromebook carts and flexible seating to increase student access to technology as well.

### *Independent Study Online Learning (ISOL)*

Since the last self-study, ISOL was established in the 2011-2012 school year. However, declining enrollment, the clunky nature of the web-based content delivery site, the fact that ISOL courses are not NCAA-approved, and the introduction of a seven-period bell schedule has rendered ISOL ineffective for the student population at LCC. The program will still be available for students who need credit recovery at a different campus in the district.

### *Enrollment Changes*

LCC has experienced a decline in enrollment:

School Year	Enrollment on Last Day of School
2010-2011	2278
2011-2012	2227
2012-2013	2072
2013-2014	2036
2014-2015	1955
2015-2016	1853
2016-2017	1884

LCC’s enrollment has declined by 394 students since the time of the last full WASC report in 2011. Much of the decline was due to the District’s decision to refuse inter-district transfers, the result of changes in the district’s per pupil funding. Along with the loss of student enrollment has been a loss of teaching sections. For 2011-12, the school’s “full time equivalent” (FTE) staffing allocation was 68.9 FTE; for 2013-14, the allocation was 61.2 FTE; for 2015-16, the allocation was 58.31 FTE. Consequently, the number of class sections had fallen from 364 sections in 2011-12 to 306 in 2013-14. Between 2011-12 and 2013-14, six teachers (at 6.0 FTE) had to be transferred to other campuses due to attrition.

Additionally, the counseling department was reduced by 1.4 FTE since the 2011 visit. The loss of enrollment impacted class offerings. For example, Japanese had been offered at LCC, but is no longer offered. The French program was reduced from four sections to two, with the teacher shared with another campus. Visual and Performing Arts classes were also impacted; for example, the theater courses had to group six different theater subjects and levels into one period, and the same for music classes. While most electives were still offered, the frequency at which they are offered in the master schedule had been impacted. At the same time, the LCC staff and administration worked to minimize student impact and to reverse the enrollment trend by highlighting the benefits of LCC at Information Nights so students would want to enroll at LCC instead of another school in the district.

However, since LCC adopted the new seven-period bell schedule, the FTE allocation has risen again. In 2016-17, the allocation was 65.32. Thus, many classes and teachers were added, including a French teacher, exclusive to LCC, who teaches three sections of French. Also, as mentioned in Chapter One, LCC's enrollment has not declined commensurate with the district declining enrollment.

## Schoolwide Critical Areas for Follow-up

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The schoolwide critical areas for follow-up from the visiting committee report for the prior full visit:

1. There is a need for a focus on ongoing staff development (including formal interdepartmental time) in support of varied research-based teaching strategies related to teaching the two-hour block schedule and the analysis of assessment data to meet the needs of all students.
2. There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels.
3. There is a need to increase use of and analysis of assessment data (from classroom>formative>summative>state mandated exams) to drive instruction for all students.
4. The school needs to continue to find ways to foster a culture of inclusion, so that all sub-groups are represented equally.

Final recommendations from the mid-cycle visit and report, dated March 10, 2014:

There are no new recommendations but rather stay the course focusing on:

1. Ongoing staff development (including formal interdepartmental time) in support of varied research-based teaching strategies, increasing proficiency for all
2. Increase rigor in the curriculum
3. Continue to increase the use of and analysis of assessment data to drive instruction for all students.

## Ongoing Follow-up Process

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For the implementation of the 2011 Action Plan, the original plan indicated that the School Leadership Team, comprised of the administration, would oversee the Action Plan. However, during the development of the Single Plan for Student Achievement, a large amount of oversight fell to the School Site Council (SSC). Even in this arrangement, however, much of the oversight rested with the administration, since the SSC had little to do with the day-to-day operation of the school.

After the 2011 self-study, the school's administration analyzed the Action Plan to determine which areas of the plan were feasible to implement. The primary factors in the process included consideration of the planned timeline for completion and various, previously unplanned initiatives that were formed and directed from the district level.

While it was originally planned that committees would be formed, as the implementation continued, it was clear that not every task called for committees. In some cases, the tasks were delegated to department chairs; for others, the Principal delegated the role to Assistant Principals for development and launch.

When appropriate, each department was tasked with specific Action Plan items that related to that department's specific contribution to the Action Plan. For example, the Social Science department was tasked with coming up with a plan to help increase their overall CST scores in accordance with Goal Two. However, the original plan called for departments to meet annually to develop their own "departmental version" of the Action Plan. This has not been implemented in the way intended.



In terms of annual oversight, each year administration updates annual data and presents it to the School Site Council. Key data, such as CST data and similar schools ranking are presented to the staff. Advanced Placement test score data are shared with teachers of AP subjects. Data from the ACT, SAT, PLAN, or PSAT have not been reviewed staff-wide.

While the Action Plan has been emphasized continually since its implementation in 2011 to the mid-cycle report in 2014, one aspect that is in need of improvement is the annual revisiting of the Action Plan. The plan serves as a cornerstone in the decision-making process at our school and has served as the impetus behind our successful attempts at increasing our school's API score, CST scores, and attempts to impact school culture from 2011 and 2014. However, we have not had a yearly analysis, updating, or revision of the Action Plan until and since the mid-cycle review in 2014.

A former Assistant Principal (AP) was tasked with preparing for the Mid-Cycle Visit in 2014. This AP worked with administrative assistance to gather information to include the updating of the Community Profile. Together with administration, the data from the profile were analyzed and updated to reflect the most current information. Unfortunately, other stakeholders had limited involvement with the production of the Mid-Cycle Progress Report. Part of this reason involved the fact that the structure of the report and of the visit tended to lend itself to less involvement than is normally seen and required of all stakeholders. However, the primary reason for the limited involvement had more to do with the administration's desire to avoid "initiative fatigue." The mid-cycle report came at the same time that the district launched its major Common Core transitional initiative. Because of the massive amounts of collaboration and professional development involved with this effort, teachers had an unprecedented amount of time that required them to be away from their classrooms or in required participation after school. Essentially, the transition to the Common Core standards dominated a large amount of the staff's time. The administration felt it was important not to add another task to a staff that had already been working very hard outside of their normal teaching responsibilities. The School Leadership Team, however, had been aware of the ongoing mid-cycle report process.

Later, staff was asked to provide input on the Action Plan in terms of what they saw as being "accomplished" at the mid-cycle point and for their suggestions about what they saw as either unaddressed critical needs or new needs that must be considered going forward.

Since the mid-cycle report in 2014, LCC has experienced a complete turnover in administration, with a new principal and three new assistant principals. Their time has been dedicated to learning about the school and community, which includes reading the last self-study, talking to all stakeholders and, based on stakeholder feedback, implementing and changing some procedures and policies to benefit stakeholders. While the last self-study gave them some direction, the administration dedicated itself to addressing the needs they felt were most important in the last three years, most of which have coincided with the schoolwide action plan. However, the originally stated monitoring plan from the last full self-study and mid-cycle report has not been implemented in a systematic way.

However, the schoolwide action plan (that has integrated the ACS WASC critical areas for follow-up) has been integrated into the Single Plan for Student Achievement (SPSA). The School Site Council (SSC), comprised of students, parents, teachers, administration, and classified staff, is primarily responsible for the implementation and monitoring of the SPSA. Over the last three years, administration has presented data and lead activities to promote discussion of the school's purpose and goals, which have connected to the SPSA and the schoolwide action plan. These presentations have occurred during all-staff meetings and in-service days each year. Department chair meetings include discussions about the SPSA and action plan goals and how to reach the goals, which the department chair then takes back to their respective departments to engender discussions and feedback about progress during department meetings.

The principal has invited staff to join several committees dedicated to contributing to action plan goals. For example, a Professional Development committee was created--thus addressing the first schoolwide critical area for follow-up--to transform in-service days and all-staff meetings into relevant activities that are respectful of teachers' time. The meetings often now model good teaching strategies and provide information that teachers say they want and need to know, along with district-mandated information.

In addition, the implementation of a seven-period bell schedule with collaboration time embedded within it every other week addresses the first critical area for follow-up because it supports the PLC cycle, the focus on varied research-based teaching strategies, and the analysis of assessment data to meet the needs of all students. Collaboration time also supports the second critical area for follow-up--the need to increase ongoing rigorous and relevant curriculum for all students at all levels--by providing time for teachers to discuss, plan, assess, and reflect on their curriculum together. Finally, the professional development committee, the technology liaison, and collaboration time help support the third

critical area for follow-up--the need to increase use of analysis of assessment data to drive instruction for all students--by training teachers in platforms like Illuminate and giving teachers time to analyze their assessment data with each other. Finally, the administration has worked with ASB, the ASB director, and other stakeholders to address the fourth critical area for follow-up--the need to continue to find ways to foster a culture of inclusion, so that all sub-groups are represented equally--by researching programs to help the school with inclusion, by starting the MavVoices discussion forum, and making sure that all groups are represented at pep rallies and assemblies throughout the school year. LCC recognizes that this is an ongoing process and it has much more to accomplish in this area.

## Progress, Evidence, Impact on Student Learning

2011 Action Plan	The schoolwide critical areas for follow-up from the visiting committee report from the 2011 visit	How the Action Plan Goal relates to the Critical Areas for Follow-up from the 2011 WASC FOL report
<p><b>Goal 1:</b> Increase the proficiency of all students in mathematics and science--with particular emphasis on English Learners, Students with Disabilities, Hispanic/Latino students, and students who are economically disadvantaged.</p>	<p>There is a need for a focus on ongoing staff development (including formal interdepartmental time) in support of varied research-based teaching strategies related to teaching the two-hour block schedule and the analysis of assessment data to meet the needs of all students.</p> <p>There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels.</p> <p>There is a need to increase use of and analysis of assessment data (from classroom&gt;formative&gt;summative&gt;state mandated exams) to drive instruction for all students.</p>	<p>Ongoing staff development for math and science teachers with research-based teaching strategies and the analysis of assessment data will, conceivably, lead to the increased proficiency of all students in mathematics and science. Staff development geared toward English language learners, students with disabilities, and students with an economic disadvantage will lead to higher proficiency rates. The assumption is that the teacher who gets the professional development will then use those strategies in the classroom for the benefit of his/her students. The assumption is that the teacher who analyzes assessment data will then use that assessment data to drive instruction and help students become more proficient. Increasing an ongoing rigorous and relevant curriculum for all students at all levels of math and science will, conceivably, increase the proficiency of all students; the assumption is that increased rigor will lead to increased proficiency.</p>
<p><b>Goal 2:</b> Increase the proficiency of all students in English Language Arts and social science--with particular emphasis on English Learners, Students with Disabilities, Hispanic/Latino students, and students who are economically disadvantaged.</p>	<p>There is a need for a focus on ongoing staff development (including formal interdepartmental time) in support of varied research-based teaching strategies related to teaching the two-hour block schedule and the analysis of assessment data to meet the needs of all students.</p> <p>There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels.</p> <p>There is a need to increase use of and analysis of assessment data (from</p>	<p>Ongoing staff development for English and social science teachers with research-based teaching strategies and the analysis of assessment data will, conceivably, lead to the increased proficiency of all students in mathematics and science. Staff development geared toward English language learners, students with disabilities, and students with an economic disadvantage will lead to higher proficiency rates. The assumption is that the teacher who receives the professional development will then use those strategies in the classroom for the benefit of his/her students. The assumption is that the</p>

2011 Action Plan	The schoolwide critical areas for follow-up from the visiting committee report from the 2011 visit	How the Action Plan Goal relates to the Critical Areas for Follow-up from the 2011 WASC FOL report
	classroom>formative>summative>state mandated exams) to drive instruction for all students.	teacher who analyzes assessment data will then use that assessment data to drive instruction and help students become more proficient. Increasing an ongoing rigorous and relevant curriculum for all students at all levels of English and social science will, conceivably, increase the proficiency of all students; the assumption is that increased rigor will lead to increased proficiency.
<p><b>Goal 3:</b> Develop ways to maximize overall student achievement and connectedness to the school community. Ensure that these services are articulated and well communicated.</p>	<p>There is a need for a focus on ongoing staff development (including formal interdepartmental time) in support of varied research-based teaching strategies related to teaching the two-hour block schedule and the analysis of assessment data to meet the needs of all students.</p> <p>There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels.</p> <p>There is a need to increase use of and analysis of assessment data (from classroom&gt;formative&gt;summative&gt;state mandated exams) to drive instruction for all students.</p> <p>The school needs to continue to find ways to foster a culture of inclusion, so that all sub-groups are represented equally.</p>	<p>Focusing on ongoing staff development with researched-based teaching strategies, the analysis of assessment data, and increasing the relevant and rigorous curriculum will help maximize overall student achievement. “The school needs to continue to find ways to foster a culture and inclusion so that all subgroups are represented equally,” and “develop ways to maximize overall student...connectedness to the school community” is the same goal stated with different words.</p>
<p><b>Goal 4:</b> Identify non-academic skills students should acquire and develop opportunities for students to learn those skills, including practical and vocational skills.</p>	<p>There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels.</p>	<p>Increasing the ongoing rigorous and <i>relevant</i> curriculum for <i>all</i> students at <i>all</i> levels includes identifying non-academic skills that students should acquire and develop opportunities for students to learn these skills, including practical and vocational skills. A relevant curriculum to some students means practical and vocational skills.</p>

**Action Plan Goal 1: Increase the proficiency of all students in mathematics and science--with particular emphasis on English Learners, Students with Disabilities, Hispanic/Latino students, and students who are economically disadvantaged.**

*Growth targets* (As specified in the Single Plan for Student Achievement):

Increase the number of students scoring at proficient or above on CST mathematics exams by at least 4% overall. Each group should increase, at the very least, to the percentages shown below:

Group	Gen Math	Algebra I	Geometry	Algebra II	Sum Math
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Schoolwide	8% to 12%	12% to 19%	46% to 50%	39% to 43%	56% to 60%
ELs	0% to 4%	0% to 4%	10% to 14%	0% to 4%	0% to 4%
Students with Disabilities	3% to 7%	2% to 6%	25% to 29%	33% to 37%	0% to 4%
Economically Disadvantaged students	0% to 4%	2% to 6%	25% to 29%	33% to 37%	0% to 4%
Hispanic/Latino	5% to 9%	8% to 12%	23% to 27%	36% to 40%	56% to 60%

Increase the number of students scoring at proficient or above on CST science exams by at least 4% overall. Each group should increase, at the very least, to the percentages shown below:

Group	Earth Science	Biology	Life Science	Chemistry	Physics
Schoolwide	25% to 29%	59% to 63%	67% to 71%	63% to 67%	69% to 73%
ELs	6% to 10%	2% to 6%	10% to 14%	0% to 4%	NA
Students with Disabilities	12% to 16%	27% to 31%	25% to 29%	75% to 79%	NA
Economically Disadvantaged students	19% to 23%	19% to 23%	25% to 29%	22% to 26%	NA
Hispanic/Latino	20% to 24%	26% to 30%	40% to 44%	42% to 46%	NA

### *Contribution to the accomplishment of the critical learner needs and ESLRs*

The goal addresses:

- Critical area for follow-up #1: There is a need for a focus on ongoing staff development (including formal interdepartmental time) in support of varied research-based teaching strategies related to teaching the two-hour block schedule and the analysis of assessment data to meet the needs of all students.
- Critical area for follow-up #2: There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels.
- Critical area for follow-up #3: There is a need to increase use of and analysis of assessment data (from classroom>formative>summative>state mandated exams) to drive instruction for all students.
- ESLR # 1: Students who acquire a basic knowledge consistent with state standards
- ESLR # 3: Self-directed, lifelong learners
- ESLR # 5: Creative and critical thinkers

### *How the goal was determined*

Academic measures showed the LCC students scored well on a variety of assessments, but did not score well on official state measures. While we desire to see increases across the spectrum of the study body, we are particularly interested in the unusually low scores of Hispanic/Latino students, English Language Learners, and students with disabilities. Merely looking at the growth targets in both mathematics and science classes illustrate the importance of the situation; some subgroups experience a 0% pass rate. Supporting data include math CST data, CAHSEE data, D/F list, and CELDT data.

### *Impact on Student Learning*

Even if our school were to focus on the needs of just the “numerically significant subgroups” it provides a “win-win” situation for the entire LCC community. Minimally, pursuing this goal requires that teachers are aligning all teaching and learning activities to academic standards. However, in order to increase the proficiency of the subgroups, our faculty and staff must explore approaches that strengthen teaching in a way that benefits all students. Through this, the intent of the standards and testing movement is realized: all students are then held accountable and will receive an education that maximizes the achievement for all students. Expectation theory, then, is at work. By increasing the expectations of our faculty and staff to ensure that standards-based learning is occurring at all times--and for all students--the expectations for students are thus increased. Additionally, the goal presented here will require a greater emphasis on the inclusion of ESLRs in our curricular pursuits. The entire system is refocused in a way that maximizes the learning benefit for students and, at the same time, attempts to close the achievement gap for subgroups who have not realized the success experienced by the mainstream.

### *Progress on Action Plan Goal One Tasks*

1. LCC and the district focused departmental and professional development time toward continuing the creation of standards-based formative assessments at all math and science levels. The math department overhauled their subject-based curriculum in an integrated-math curriculum to match Common Core standards, focusing on formative

and summative assessments. The science department has used district and school professional development time to devote themselves to assessments.

2. As previously mentioned, LCC changed its bell schedule to provide more time for teacher collaboration (approximately every other Monday afternoon). The math and science departments have used much of the provided collaboration time (every other month from 2011-2016, and early-dismissal Mondays in 2016-17) to analyze results from formative assessments and develop strategies for re-teaching. Each department on campus is in a slightly different place in their assessment process, depending upon new hires, new standards and curriculum, and teacher teamwork.
3. Task three was to implement the usage of textbook ancillary materials for struggling learners in Algebra I and Geometry, with a focus on ELLs and other subgroups. Since the 2011 self-study, LCC has phased out Algebra 1 and Geometry and introduced an Integrated Math series. As of the 2016-17 school year, LCC offers Integrated Math 1 Readiness Sheltered and Integrated Math 1 Sheltered for students with low English language skills and low math skills. Students who have low English language skills but higher math skills are enrolled in mainstream math classes and receive extra ELL math support in their ELL support period or math support period.
4. District professional development days throughout each year for each department have focused on the use of SDAIE instruction strategies for all content area teachers. Throughout the last few years, teachers have learned about 25 strategies.
5. Task five was to develop targeted test-preparation questions (along with review of commercial packages) to prepare students with content and test-taking skills. When the STAR/CST was still in place, the science department developed targeted test review for that test. Many teachers used the lessons as warm-ups throughout the semester with the appropriate content as well as review prior to the test. As of 2016-17, the science department is transitioning to the CAST and is redesigning the curriculum; preparing for the test will be part of the development of the new curriculum. Many math teachers use study guides and hold test review sessions.
6. Task six was to develop hands-on lab activities for each science subject, and explore options for hands-on math activities. In science, all levels engage in labs throughout the year. The complexity of the lab work depends upon the difficulty of the class. In addition, the science department has incorporated online/virtual labs and activities, which will help students with the new CAST because the students will be asked to perform virtual data collection as part of the test. Manipulatives are used in several math classes, along with Desmos (an online graphing tool) or graphing calculators.

### Action Plan Growth Targets Met with Evidence

#### CST Results

Comparing CST scores from 2010, the last CST test the students took before the last WASC self-study report in the spring of 2011, to the 2016 SBAC test may not be valid since the exams test different skills. (Please see chapter 1 for SBAC/CAASPP data.) Comparing the 2010 scores with the 2013 CST scores (2013 being the last year of the CST tests), LCC met or exceeded its school-wide targets in all math exams except for General Mathematics. LCC made gains in all subgroups except for ELs and students with disabilities in Geometry.

- Overall, it seems that LCC should focus on EL students and students with disabilities in Geometry.

CST Math Percent Change in Proficiency	Gen Math	Algebra I	Geometry	Algebra II	Sum Math
Schoolwide	2010: 8% 2013: 4% % change: -4	2010: 14% 2013: 27% % change: +13	2010: 45% 2013: 49% % change: +4	2010: 38% 2013: 50% % change: +12	2010: 56% 2013: 62% % change: +6
EL	2010: 0% 2013: * % change: ---	2010: 2% 2013: 19% % change: +17	2010: 19% 2013: 0% % change: -19	2010: * 2013: * % change: ---	2010: * 2013: * % change: ---
Students with Disabilities	2010: 4% 2013: 5% % change: +1	2010: 0% 2013: 18% % change: +18	2010: 25% 2013: 17% % change: -8	2010: * 2013: 36% % change: ---	2010: * 2013: * % change: ---
Economically Disadvantaged students	2010: 5% 2013: 7% % change: +2	2010: 4% 2013: 23% % change: +19	2010: 15% 2013: 24% % change: +9	2010: 33% 2013: 40% % change: +7	2010: 31% 2013: * % change: ---
Hispanic/Latino	2010: 5% 2013: 6% % change: +1	2010: 7% 2013: 19% % change: +12	2010: 20% 2013: 30% % change: +10	2010: 32% 2013: 44% % change: +12	2010: 56% 2013: 70% % change: +14

LCC met or exceeded its school-wide targets in all science exams except for Earth Science, which had negative gains, and Chemistry, which had a gain of one percent. LCC made gains in all subgroups except for ELs and students with disabilities in Biology, and economically disadvantaged students and Hispanic/Latino students in Earth Science. LCC met its targets in all areas except schoolwide in Chemistry, ELs in Life Science, and Hispanic/Latino students in Chemistry.

- Overall, it seems that LCC has much work to do to raise the achievement for English Learners, especially in Biology; to raise achievement in Earth Science, especially for Hispanic/Latino students and economically disadvantaged students.

CST Science Percent Change in Proficiency	Earth Science	Biology	Life Science	Chemistry	Physics
Schoolwide	2010: 27% 2013: 26% % change: -1	2010: 60% 2013: 72% % change: +12	2010: 66% 2013: 76% % change: +10	2010: 63% 2013: 64% % change: +1	2010: 27% 2013: 92% % change: +65
EL	2010: 8% 2013: 8% % change: 0	2010: 11% 2013: 5% % change: -6	2010: 13% 2013: 14% % change: +1	2010: * 2013: * % change: ---	2010: * 2013: * % change: ---
Students with Disabilities	2010: 10% 2013: 16% % change: +6	2010: 29% 2013: 25% % change: -4	2010: 24% 2013: 30% % change: +6	2010: * 2013: 38% % change: ---	2010: -- 2013: * % change: ---
Economically Disadvantaged students	2010: 18% 2013: 14% % change: -4	2010: 25% 2013: 45% % change: +20	2010: 26% 2013: 57% % change: +31	2010: 24% 2013: 60% % change: +26	2010: * 2013: * % change: ---
Hispanic/Latino	2010: 21% 2013: 8% % change: -13	2010: 27% 2013: 43% % change: +16	2010: 39% 2013: 56% % change: +17	2010: 42% 2013: 45% % change: +3	2010: 72% 2013: 100% % change: +23

## CAASPP Results

LCC wants to see a positive percent change for Level 3 and Level 4 achievement in all subgroups, and a negative percent change for Level 1 and level 2 achievement in all subgroups. One must remember that only 11th grade students sit for the CAASPP test, so the comparison is between two different cohorts of students. Thus, each cohort may be comprised of students with differing needs, and the overall enrollment numbers of each cohort's subgroups may be different as well.

- Overall achievement of students at LCC raised 2% (Level 4) or remained the same (Level 3) between 2015 and 2016.
- For economically disadvantaged students, it seems that while Level 1 achievement raised 10%, Level 2 achievement lowered 13%, and that while Level 3 achievement lowered 1%, Level 4 achievement raised 3%.
- For English Learners, it seems that even though Level 1 achievement raised 12%, level 2 achievement lowered 11%, and Level 4 achievement stayed the same at 0%.
- For students with disabilities, it seems that even though Level 3 achievement lowered 2%, Level 4 achievement raised 3%. Happily, Level 1 achievement lowered 7% while Level 2 achievement raised 6%.
- Overall, it seems that LCC made gains in overall achievement, for economically disadvantaged students, and for students with disabilities. However, LCC still has much work to do to raise the achievement level of English Learners.

Math	CAASPP 2015	CAASPP 2016	% Change
Overall achievement All students	Level 1: 24% Level 2: 22% Level 3: 30% Level 4: 24%	Level 1: 20% Level 2: 24% Level 3: 30% Level 4: 26%	Level 1: -4 Level 2: +2 Level 3: --- Level 4: +2
Economically Disadvantaged	Level 1: 54% Level 2: 33% Level 3: 7% Level 4: 7%	Level 1: 64% Level 2: 20% Level 3: 6% Level 4: 10%	Level 1: +10 Level 2: -13 Level 3: -1 Level 4: +3
English Learners	Level 1: 83% Level 2: 11% Level 3: 6% Level 4: 0%	Level 1: 95% Level 2: 0% Level 3: 5% Level 4: 0%	Level 1: +12 Level 2: -11 Level 3: -1 Level 4: ---



Math	CAASPP 2015	CAASPP 2016	% Change
Students with Disability	Level 1: 75%	Level 1: 68%	Level 1: -7
	Level 2: 18%	Level 2: 24%	Level 2: +6
	Level 3: 7%	Level 3: 5%	Level 3: -2
	Level 4: 0%	Level 4: 3%	Level 4: +3
<i>Level 1: Standard Not Met; Level 2: Standard Nearly Met; Level 3: Standard Met; Level 4: Standard Exceeded</i>			

## CAHSEE Results

While the passing percentage for math remained the same between the 2010 and the 2015 CAHSEE examination, the EL passing percentage raised 1% and the passing percentage for socioeconomically disadvantaged students raised 5%. Unfortunately, the percentage for Hispanic/Latino students declined 1% and the percentages for students with disabilities remained the same.

CAHSEE Math Scores	March 2010 % passing	March 2015 % passing
Schoolwide	93%	93%
EL	48%	49%
Students with disabilities/Special Education	70%	70%
Economically disadvantaged students	62%	68%
Hispanic/Latino students	74%	73%

## D/F Percentages

In math, the percentage of students earning D or F grades on semester report cards has declined by 2% over the last three years (six semesters). In science, the percentage of students earning D or F grades on semester report cards has stayed relatively the same, with a fluctuation of a percentage point up or down over the semesters.

Percentages of D and F grades (Source: AERIES SIS accessed March 2017)	Fall 2014-15	Spring 2014-15	Fall 2015-16	Spring 2015-16	Fall 2016-17	Spring 2016-17
<b>Total Math Enrollment</b>	<b>1718</b>	<b>1668</b>	<b>1600</b>	<b>1566</b>	<b>1664</b>	<b>NA</b>
Number and percentage of students who earned at least one D/F on semester report card in <b>math</b>	187 (11%)	194 (12%)	168 (11%)	162 (11%)	149 (9%)	NA
<b>Total Science Enrollment</b>	<b>1587</b>	<b>1560</b>	<b>1424</b>	<b>1418</b>	<b>1602</b>	<b>NA</b>
Number and percentage of students who earned at least one D/F on semester report card in <b>science</b>	76 (5%)	89 (6%)	59 (4%)	64 (5%)	87 (5%)	NA

## CELDT Results

Looking at the CELDT data totals for all four grade levels, the percentages for advanced students fluctuated, yet ultimately raised 4% from the last WASC self-study in 2011. The percentages for early advanced students steadily raised, then lowered 8% from the last WASC self-study. The percentages for intermediate students fluctuated a bit but steadily lowered 12% from the last WASC self-study. The percentages for early intermediate students steadily lowered 8% since the last WASC self-study. The percentages for beginning students raised steadily 21% since the last WASC self-study.

CELDT Scores Source: CDE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Advanced	6%	13%	18%	14%	13%	10%
Early Advanced	31%	36%	30%	27%	26%	23%
Intermediate	33%	28%	31%	31%	20%	21%
Early Intermediate	21%	15%	11%	9%	16%	13%
Beginning	9%	9%	11%	19%	25%	30%

## Student Home Group Responses

With regard to the SPSA Critical Learner Need: Closing the Achievement Gap, specifically an annual increase in student achievement in ELA and math for all students, students were asked the following questions: To what extent are ALL students improving in ELA and math? Do only some students achieve? Do only some students have access to success? What do we do to support students at LCC? How can LCC do a better job? Students discussed the benefits and



detriments of the Common Core standards, especially in the math classes. Students have perceived the move from traditional math classes (Algebra, Geometry, and so on) to integrated math classes that adopt Common Core standards as confusing. They perceive that the Common Core standards do not match with what the SAT asks them to do. Students say that an emphasis on SAT prep, especially for juniors, would be especially helpful. Students also talked about how after school tutoring, and how many teachers spend time outside of class hours, is helpful to students. Students would like dedicated review time in the Learning Commons before major tests. Students would also like all teachers to have websites and to update their websites in a timely, regular manner so they have another resource to find information about class. Ultimately, students indicate that they would like all teachers on campus to use the same platform for their websites (Google site, Weebly, etc.) to eliminate confusion. Students expressed the difficulty of turning in homework online.

**Goal 2: Increase the proficiency of all students in English Language Arts and social science--with particular emphasis on English Learners, Students with Disabilities, Hispanic/Latino students, and students who are economically disadvantaged.**

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***Growth Targets (as specified in the Single Plan for Student Achievement):***

Increase the number of students scoring at proficient or above on CST English/Language Arts exams by at least 3% overall. Each group should increase, at the very least, to the percentages shown below:

Group	English/Language Arts proficiency growth
Schoolwide	From 82% to 85%
ELs	From 2% to 5%
Students with disabilities	From 22% to 25%
Economically disadvantaged students	From 22% to 25%
Hispanic/Latino students	From 36% to 39%

Increase the number of students scoring at proficient or above on CST social science exams by at least 4% overall. Each group should increase, at the very least, to the percentages shown below:

Group	World History	U.S. History
Schoolwide	From 53% to 57%	From 68% to 72%
ELs	From 3% to 7%	From 4% to 8%
Students with disabilities	From 21% to 25%	From 38% to 42%
Economically disadvantaged students	From 10% to 14%	From 15% to 19%
Hispanic/Latino students	From 28% to 32%	From 37% to 41%

***Contribution to the accomplishment of the critical learner needs and ESLRs***

The goal addresses:

- Critical area for follow-up #1: There is a need for a focus on ongoing staff development (including formal interdepartmental time) in support of varied research-based teaching strategies related to teaching the two-hour block schedule and the analysis of assessment data to meet the needs of all students.
- Critical area for follow-up #2: There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels.
- Critical area for follow-up #3: There is a need to increase use of and analysis of assessment data (from classroom>formative>summative>state mandated exams) to drive instruction for all students.
- ESLR #1: Students who acquire a basic knowledge consistent with state standards;
- ESLR #3: Self-directed, lifelong learners;
- ESLR #5: Creative and critical thinkers

***How the goal was determined***

A cursory glance at various academic achievement measures (scores on the SAT, PSAT, ACT, AP exams) generally indicate that the student body of LCCHS achieve academic success in English and the Language Arts quite well.

However, this achievement is not apparent on official assessments, such as the California Standards Test (CST), and the California High School Exit Examination (CAHSEE), or the California English Language Development Test (CELDT). As an aggregate, LCCHS students tend to score well on English/Language Arts assessments, but information in the Focus Group reports tend to suggest that reading and writing are a concern; it would be fair to state that their concern is strong. Supporting data include: ELA/Social Science CST data, CAHSEE data, D and F list, CELDT data.

### ***Impact on Student Learning***

The impact of this goal on student learning of academic standards and ESLRs is nearly identical to that of the first goal. In order to increase the proficiency in the subgroups, our faculty and staff must explore approaches that strengthen teaching in a way that benefits all students. The intent is simple: all students are held accountable and will receive an education that maximizes the achievement for all. Additionally, the goal presented here will require a greater emphasis on the inclusion of the ESLRs in our curricular pursuits. As with mathematics and science, the curriculum is refocused in a way that maximizes the learning benefit for students and, at the same time, attempts to close the achievement gap for subgroups who have not realized the success experienced by the mainstream.

### ***Progress on Action Plan Goal Two Tasks***

1. LCC, along with help from the district, evaluated the current curriculum in the Academic Literacy class to assess the effectiveness of reading and writing intervention strategies. Based on evaluation, the school decided to keep the Read 180 program and start the Newcomers' Academy for English Language Learners.
2. LCC did not decide to adapt and expand the Academic Literacy class so that it provided an intervention for students beyond those listed as EL. Instead, departments and teachers integrate academic literacy strategies throughout their content-area curriculum.
3. Task three was to implement a schoolwide initial reading assessment using the Read 180 assessment to all incoming students who have scored at Basic and below to determine appropriate placement in reading intervention courses. This task has not occurred.
4. Task four was to develop and implement target online assessment and intervention methods in Fundamental English courses for Special Education students, including the possibility of online platforms. Currently, the Special Education department does not have any online assessment methods, other than the SRI (Scholastic Reading Inventory). In terms of intervention, English Fundamentals 9 incorporates the READ 180 Program (online portion only) in the course. The department is interested in moving toward a Google Classroom set-up for English Fundamentals. A curriculum writing task force has been created and will be writing during the summer of 2017 to align fundamentals curriculum across the district.
5. Task five was to develop specific curriculum or practices in all disciplines for instructing reading comprehension strategies for narrative, as well as informational, text; provide resulting in-service to staff. During the previous administration, there were meetings devoted to the task of providing reading comprehension strategies for the whole staff. With the advent of Common Core, the math department has integrated more reading and writing, working with the English department to create rubrics for assessing writing. The science department is making plans to work with the English department regarding the NGSS writing standards.
6. Task six was to implement school-wide (and CST/CAHSEE related) academic vocabulary that is emphasized and taught throughout the academic disciplines. This task was not completed.
7. District professional development for each department have focused on the use of SDAIE instruction strategies for all content area teachers. Throughout the last few years, teachers have learned about 25 strategies.
8. Since the last full WASC self-study, the English department has continued with the creation of standards-based formative assessments at all English levels. The English department has formed at least four common assessments for each grade level. Currently, a committee, with representatives from each district campus, is creating the District Writing Assessment. The social science department has committed more time to subject-specific PLCs and completing PLC cycles (developing assessments, administering assessments, analyzing data, reflecting on the data and adjusting lesson plans for future) for standards-based common assessments.
9. The English department has used as much of the provided collaboration time as possible (every other month from 2011-2016, and early-dismissal Mondays in 2016-17) to analyze results from formative assessments and develop strategies for re-teaching. Each department on campus is in a slightly different place in their assessment process, depending upon new hires, new standards and curriculum, and teacher teamwork. The social science department has used their collaboration time to complete PLC cycles, and to collaborate on the inquiry-based design model that all of the district social science teachers are implementing.

### ***Action Plan Growth Targets Met with Evidence***

Comparing CST scores from 2010, the last CST test the students took before the last WASC self-study report in 2010-2011, to the 2016 SBAC test may not be valid since the tests are different and are testing different skills. When comparing

the 2010 scores with the 2013 CST scores (2013 being the last year of the CST tests) for English/Language Arts, LCC exceeded its school-wide targets for all grade levels. LCC met or exceeded all subgroup targets except for eleventh grade ELs, ninth and tenth grade students with disabilities.

- Overall, it seems that LCC made significant gains in CST achievement. LCC also recognizes the fact that it needs to continually monitor the progress of EL students and students with disabilities.

CST English/Language Arts	2010	2013	Percent Change in Proficiency
Schoolwide	9 = 72% 10 = 63% 11 = 65%	9 = 81% 10 = 77% 11 = 70%	9 = +9 10 = +14 11 = +5
ELs	9 = 18% 10 = 2% 11 = 8%	9 = 19% 10 = 14% 11 = 6%	9 = +1 10 = +12 11 = -2
Students with disabilities	9 = 22% 10 = 21% 11 = 19%	9 = 41% 10 = 20% 11 = 26%	9 = +19 10 = -1 11 = +7
Economically disadvantaged students	9 = 33% 10 = 20% 11 = 29%	9 = 57% 10 = 55% 11 = 39%	9 = +24 10 = +35 11 = +10
Hispanic/Latino students	9 = 36% 10 = 34% 11 = 37%	9 = 52% 10 = 62% 11 = 46%	9 = +16 10 = +28 11 = +9

For social science, LCC has exceeded its school-wide targets for world history and U.S. history exams. LCC did not meet its targets for ELs and students with disabilities in both world history and U.S. history exams.

- Overall, it seems that LCC has work to do to raise the achievement of EL students and students with disabilities in social science.

Group	CST World History Percent Change in Proficiency	CST U.S. History Percent Change in Proficiency
Schoolwide	2010: 53% 2013: 65% % change: +12	2010: 68% 2013: 73% % change: +5
ELs	2010: 6% 2013: 0% % change: -6	2010: 8% 2013: 0% % change: -8
Students with disabilities	2010: 22% 2013: 18% % change: -4	2010: 42% 2013: 29% % change: -13
Economically disadvantaged students	2010: 21% 2013: 34% % change: +13	2010: 26% 2013: 45% % change: +19
Hispanic/Latino students	2010: 28% 2013: 42% % change: +14	2010: 37% 2013: 55% % change: +18

### CAASPP Results

LCC wants to see a positive percent change for Level 3 and Level 4 achievement in all subgroups, and a negative percent change for Level 1 and level 2 achievement in all subgroups. One must remember that only 11th grade students sit for the CAASPP test, so the comparison is between two different cohorts of students. Thus, each cohort may be comprised of students with differing needs, and the overall enrollment numbers of each cohort's subgroups may be different as well.

- It seems that overall achievement of students at LCC raised 8% (Level 4) or remained the same (Level 3) between 2015 and 2016.
- For economically disadvantaged students, it seems that Level 1 achievement declined by 5% while Level 2 through 4 achievement rose.

- For English Learners, it seems that Level 1 and 2 achievement rose by 6% each, Level 3 achievement declined by 12%, and Level 4 achievement remained the same at 0%.
- For students with a disability, while Level 1 achievement rose 6%, Level 2 declined 18%. Happily, Level 3 and Level 4 achievement rose by 7% and 5%, respectively.
- Overall, LCC has work to do concerning the testing achievement of the EL population. However, LCC seems to have risen the testing achievement level of students with disabilities and students who are economically disadvantaged.

ELA	CAASPP 2015	CAASPP 2016	Percent Change
Overall achievement All students	Level 1: 17% Level 2: 22% Level 3: 36% Level 4: 25%	Level 1: 11% Level 2: 20% Level 3: 36% Level 4: 33%	Level 1: -6 Level 2: -2 Level 3: --- Level 4: +8
Economically Disadvantaged	Level 1: 49% Level 2: 23% Level 3: 23% Level 4: 5%	Level 1: 44% Level 2: 24% Level 3: 24% Level 4: 8%	Level 1: -5 Level 2: +1 Level 3: +1 Level 4: +3
English Learners	Level 1: 75% Level 2: 13% Level 3: 13% Level 4: 0%	Level 1: 81% Level 2: 19% Level 3: 0% Level 4: 0%	Level 1: +6 Level 2: +6 Level 3: -13 Level 4: ---
Students with Disability	Level 1: 47% Level 2: 42% Level 3: 11% Level 4: 0%	Level 1: 53% Level 2: 24% Level 3: 18% Level 4: 5%	Level 1: +6 Level 2: -18 Level 3: +7 Level 4: +5
<i>Level 1: Standard Not Met; Level 2: Standard Nearly Met; Level 3: Standard Met; Level 4: Standard Exceeded</i>			

### CELDT Results

Looking at the CELDT data totals for all four grade levels, the percentages for advanced students fluctuated, yet ultimately raised 4% from the last WASC self-study in 2011. The percentages for early advanced students steadily raised, then lowered 8% from the last WASC self-study. The percentages for intermediate students fluctuated a bit but steadily lowered 12% from the last WASC self-study. The percentages for early intermediate students steadily lowered 8% since the last WASC self-study. The percentages for beginning students raised steadily 21% since the last WASC self-study.

CELDT Scores	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Advanced	6%	13%	18%	14%	13%	10%
Early Advanced	31%	36%	30%	27%	26%	23%
Intermediate	33%	28%	31%	31%	20%	21%
Early Intermediate	21%	15%	11%	9%	16%	13%
Beginning	9%	9%	11%	19%	25%	30%

### CAHSEE Results

Looking at the schoolwide CAHSEE ELA scores, the passing percentage of LCC students increased by 1%. The passing percentage for EL students increased by 16%. The passing percentage for economically disadvantaged students increased by 18%. Lastly, the passing percentage for Hispanic/Latino students increased 7%. However, the passing percentage by students with disabilities remained stagnant.

CAHSEE ELA Test	March 2010 % passing	March 2015 % passing
Schoolwide	92%	93%
ELs	31%	47%
Students with disabilities/Special Education	69%	69%
Economically disadvantaged students	49%	67%
Hispanic/Latino students	64%	71%

## D/F Percentages

In English, the percentages of students earning D or F grades has remained almost the same at 5% each semester, with the exception of the spring of 2015 at 4%. In social science, the percentage of students earning D or F grades has declined by 2%.

<b>Percentages of D and F grades</b> Source: AERIES SIS accessed March 2017	<b>Fall 2014-15</b>	<b>Spring 2014-15</b>	<b>Fall 2015-16</b>	<b>Spring 2015-16</b>	<b>Fall 2016-17</b>	<b>Spring 2016-17</b>
<b>Total Enrollment in English</b>	<b>1798</b>	<b>1821</b>	<b>1656</b>	<b>1689</b>	<b>1741</b>	<b>NA</b>
Number and percentage of students who earned at least one D/F on semester report card in English	87 (5%)	87 (5%)	89 (5%)	75 (4%)	87 (5%)	NA
<b>Total Enrollment in Social Science</b>	<b>1366</b>	<b>1378</b>	<b>1418</b>	<b>1429</b>	<b>1285</b>	<b>NA</b>
Number and percentage of students who earned at least one D/F on semester report card in social science	86 (6%)	75 (5%)	57 (4%)	62 (4%)	53 (4%)	NA

## Student Home Group Responses

Students were asked about the SPSA Critical Learner Need: Closing the Achievement Gap, specifically the annual increase in student achievement in ELA and math for all students. Students were asked the following questions: To what extent are ALL students improving in ELA and math? Do only some students achieve? Do only some students have access to success? What do we do to support students at LCC? How can LCC do a better job? Students reiterated that what is asked on the SAT doesn't match with what they are learning with Common Core standards, that after school tutoring and teachers spending time out of class is helpful, and more review days in the Learning Commons to study for tests would be helpful. They also reiterated the difficulty of turning in homework online, and the desire for teachers to have websites updated in a timely manner. Students indicated that English classes can add more challenging work such as more essays that adhere to the common core. In addition, they would like more emphasis on SAT prep in their English classes. They relay the information that there is a stark difference between College Prep English and AP English, and perhaps the school needs a class in between those levels. Students would like more access to printing and technology in the Learning Commons.

## Goal 3: Develop ways to maximize overall student achievement and connectedness to the school community. Ensure that these services are articulated and well communicated.

**Growth targets** (identified in the Single Plan for Student Achievement and by LCC Faculty):

- Improved responses regarding feelings of alienation or loneliness on Healthy Kids Survey
- Improved responses regarding student perception of school on annual student survey
- Achievement of academic growth targets for CST scores and API growth
- Greater staff perception of student connectedness
- Increased staff contact with students in a supportive and personal way

### **Contribution to accomplishment of the critical learner needs and ESLRs**

The goal addresses:

- Critical area for follow-up #4: The school needs to continue to find ways to foster a culture of inclusion, so that all subgroups are represented equally.
- ESLR #2: Capable and responsible citizens
- ESLR #3: Self-directed, lifelong learners

### **How the goal was determined**

When reading the Focus on Learning report, assessing various data, and considering teacher input for the development of the action plan, one need emerged in a quiet way without specific mention. Support and intervention services, while present in many ways at LCC, appear to be an area of needed growth. An obvious indicator of this need manifests when considering subgroup performance on assessments. English Language Learners are apparently underserved. Hispanic and Latino students, as well as economically disadvantaged groups, consistently score well below schoolwide averages. Focus group reports indicate a lack of student "connectedness" to the larger school community. Larger class sizes have



made the personal connection between teacher and student difficult to maintain. Focus group reports and action plan discussions implicitly hint at the need to better serve those students “in the middle.” Indeed, our first two goals have been developed to meet many of these needs. However, specific non-academic needs should be addressed, as well.

This goal is designed to guide an array of action items that all aim to improve academic achievement for all students--while at the same time allowing us to maintain an emphasis on subgroups that have been underserved. Purposefully, this goal has been designed as a “catch all”; it embodies action steps that aren’t specific to any one academic discipline that allow for achievement to be maximized in a variety of means--through both qualitative and quantitative means and ranging from academic to affective. We believe that these items hit closest to the traditional meaning of “school,” leading to LCCHS being a place where all are welcome and all can achieve. These are the items that provide the underlying framework for our first two goals to be possible. Supporting data include: CST data, CAHSEE data, D and F list, Healthy Kids Survey, suspension data, AVID enrollment demographics, school improvement survey.

### *Impact on Student Learning*

The diverse action items listed for this goal are designed to provide a wide and positive impact on student learning of both academic standards and attainment of ESLRs. In tandem with our first two goals, this goal provides the mortar which supports the bricks of core academic learning. The framework that even makes learning possible is presented here; it is one in which all student achievement is supported through a culture of high expectations, an expanded and reinvigorated AVID program, the advancement of teachers’ professional expertise, and a school climate that fosters the connectedness of community and a school family.

### *Progress on Action Plan Goal Three Tasks*

1. Task one was to institutionalize a culture of high expectations for student achievement. LCC continues to offer after-school tutoring in the Learning Commons. LCC implemented a new bell schedule to include Extended Study Period (ESP) time so teachers and students can use the time to conference about student academic progress and/or personal matters that may be affecting the student in the classroom. LCC began AP Wellness Days to show students how to balance academics and personal mindfulness. During particular collaboration days, the staff reviewed D and F lists, discussed reasons why certain students may not be doing well, and strategized ways to provide focused help for those students. Thus, the school also began to hold Mav Opportunity Days, in which teachers helped support students with their schoolwork and the administration and counselors provided information to help parents support their students.
2. Task two was to set goals and procedures for collaboration time that are based on identified staff and student need, and develop a yearlong staff development calendar based on a written professional development plan. The chairpeople of each department throughout the district attend goal-setting meetings in the spring for the following school year’s goals for that department. The chairs then take the goals back to their departments and work on them throughout the year. Before the 2016-17 school year, the staff development calendar for the school was organized by the administration. During the 2016-17 school year, the principal organized a staff development committee to work together to create a staff development calendar that encompassed goals including, but not limited to, staff progress, student need, and common assessments.
3. Task three was to develop systematic and school-wide procedures for implementing academic interventions for students scoring at Basic or below in CSTs, or for those who do not pass the CAHSEE. Since the CAHSEE is now defunct, and the CSTs were replaced by the SBAC/CAASPP test, LCC has focused on students who earned D or F grades in their classes, or are otherwise struggling academically, for intervention, including Mav Opportunity Days.
4. Task four was to establish a procedure of parent conferences for students who are identified as scoring at Basic or below and who are earning a D or F in the academic core. As of the 2016-17 school year, LCC has started Mav Opportunity Days. Administrators, social worker, counselors, and special education case managers (if applicable) meet with parents to discuss progress on a case-by-case basis. Often, low achievement has strong correlation to poor attendance, so attendance records are reviewed periodically, conferences held, and SART/SARB meetings help, if needed.
5. Task five was to work with stakeholder groups to identify current interventions and to develop new interventions to use as part of the school’s Pyramid of Interventions. After a student is identified as having a need for intervention, stakeholders work together to decide what they can do to support the student. Oftentimes, the student may have informal conferences with his/her counselor, stakeholders will meet in a Student Success Team meeting, and perhaps the team will decide on a need for a 504 Plan to or an IEP.
6. Task six was to develop and articulate staff a development plan that sets up an annual theme based on targeted areas of growth as indicated by data that includes CST results and results from local assessments. From 2013 on, the

principal's themes for each year were based on the California Healthy Kids Survey, and Mornings with Principal Marcus surveys. Before the 2013-14 school year, the previous principal established a "word of the year," such as "trustworthiness" and "respect," based on the CharacterCounts!® six pillars of character framework.

7. Task seven was to expand and maintain access and enrollment to the LCC AVID program. AVID enrollment dipped in 2015-16, but increased in 2016-17. Teachers recommend students for the program and the AVID Coordinator reaches out to the students to advise them to enroll in AVID. During course selection, counselors also advise students that AVID will help with academic success. Please see chapter one for a complete description.
8. Task eight was to align AVID program to better reflect AVID Center's vision and provide information to staff on how to implement AVID instructional strategies. As of the 2016-17 school year, this task has been completed. Please see chapter one for a complete description of AVID.
9. Task nine was to implement cluster scheduling for AVID students with specified AVID teachers to better impact academic achievement. This task has been accomplished in some classes, but not as much as we would like to see for our students. This is an area of growth for the AVID program.
10. Task ten was to develop an academic skills seminar for students to learn "how to be a student." This task was not accomplished in the last six years. LCC is looking to offer an "Academic survival" class for the 2017-18 school year; this class is for students who are not in special education but need more academic support in the areas of goal setting, organization skills, and content-area academic assistance.
11. Task eleven was to develop and maintain a "silent mentor program" for students who struggle academically or emotionally. This task has not been accomplished. However, the Associated Student Body has made efforts in the last few years to envelope all students in the LCC community, including hosting new student lunches, and hosting lunches for teachers to invite students who are not traditionally honored for their successes and progress.
12. Task twelve was to identify desired behaviors for students to learn in order to have a positive impact on the school and community (i.e., re-establish or re-emphasize character education program) and develop ways to teach behaviors to students and to reinforce around the school community. This task was not accomplished in an organized, systematic way. Each day in each class, staff reinforce desired behaviors.
13. Task thirteen was to explore ways to reinstate school-wide student events (Challenge Day, CommUnity Day) designed to impact student connection to each other and to the community. LCC has held several CommUnity Days per year since the last WASC self-study. However, LCC has struggled with the logistics of providing CommUnity Day for every student. The new bell schedule instituted in the 2016-17 school year allows for more assembly time for students, including pep rallies to engender school spirit, activities such as "Every 15 Minutes" to warn about the consequences of drinking and driving, and motivational speakers. For example, Coach Bo (the freshman football coach) spoke about character development; former students came back to talk about disabilities in college; other speakers talked about balance and wellness.
14. Regularly implement and administer surveys to community, staff, and students regarding issues pertinent to each group. This task has not been accomplished in a systematic, regular way.

### Action Plan Growth Targets Met with Evidence

#### Student connectedness survey results

Target Statements	2013 California Healthy Kids Survey Overall school mean	2015 California Healthy Kids Survey (every 2 years) Overall school mean	2016 Site Climate Survey for Students delivered in Math class via Google Form	2017 California Healthy Kids Survey Overall school mean
Percent of students who <u>disagree</u> with target statements				
I feel safe at school	5%	4%	8%	7%
I feel an adult cares about me	6%	8%	11%	10%
I feel like part of my school	15%	15%	15%	18%
Teachers at school treat students fairly	13%	14%	7%	20%
I do things at school that make a difference	21%	25%	24%	27%

The percentages of students who disagree have risen. This data indicate that more students feel unsafe at school, fewer students feel that an adult cares about them, and the fewer students feel that they are a part of school and make a difference. Clearly, LCC has not met growth targets.

#### Student Site Climate Survey

In the spring of 2010, a 34-question survey was administered to a random sample of students. Ninth graders comprised 42.8% (127) of the sample; tenth graders comprised 11.8% (25) of the sample; eleventh graders comprised 36.7% (109)



of the sample; and twelfth graders comprised 8.8% (26) of the sample size. Thus, the sample size was 297 students, a mere 11.9% of the 2478 students enrolled at LCC in the 2009-2010 school year.

In the fall of 2016, LCC asked a total of 1,024 students to fill out a short survey using Google Forms. The sample size was 53% of the 1930 enrolled at LCC in the fall of 2016. The survey used a Likert Scale with 5 points: 1 meant “strongly disagree,” and 5 meant “strongly agree,” and 3 is implied to mean “disagree,” 3 is implied to mean “neither agree nor disagree,” and 4 is implied to mean “agree.” Since English classes must take instructional time to satisfy whole-school activities like registration and announcements, the math department offered to take the time for students to answer the survey in their math classes. Students were pretty evenly divided between all grades (see chapter one data). Below are listed the percentages of students who “agree” or “strongly agree” with each statement.

In 2011, the sample size was 11% of the student body in 2011, and the sample size increased substantially in 2017 to 53% of the student body. One can argue that the sample size in 2016 is more indicative of the student body, whereas the sample size in 2011 was much too small to get accurate data. In addition, one must consider that the statements and questions from the 2011 survey were slightly different in language and meaning than the 2016 survey.

<b>2016 Site Climate Survey for Students</b> delivered in Math class via Google Form Survey	<b>% of “agree” and “strongly agree”</b>
I am happy with the new 7-period bell schedule	63.9%
I feel safe, secure and cared for at LCC	78.2%
La Costa Canyon High School is a clean and orderly environment	79.9%
I have had a positive learning experiences thus far at LCC	78.8%
LCC staff treats me with respect and dignity	77.1%
LCC staff care about my education	79.7%
I am proud to be a student at LCC	84.9%
LCC staff have high academic expectations for all students	82.1%
There is a staff member (teacher, admin, counselor, etc.) at LCC who I can talk to about my educational concerns	76.9%
LCC offers opportunities to be involved with community projects and/or community volunteer activities	60.9%
I have an understanding of graduation and UC/CSU entry requirements	74.1%
Teachers, counselors, and administrators are available for me when I need help.	75.2%
LCC administration treats students with fairness and respect	72%
Teachers at LCC clearly explain the purpose and goals for classroom activities.	63.6%
Teachers at LCC clearly explain the purpose and goals for homework activities.	53.2%
Teachers at LCC use a variety of teaching strategies and activities.	63.4
Teachers at LCC provide activities and assignments that require students to problem solve and think critically.	72.3%
Teachers at LCC provide time to help students and they provide meaningful feedback to their students.	61.3%

## Standardized Test Results

### CAASPP results: 11th grade students only

Level 1: Standard Not Met; Level 2: Standard Nearly Met; Level 3: Standard Met; Level 4: Standard Exceeded

<b>ELA</b>	<b>CAASPP 2015</b>	<b>CAASPP 2016</b>	<b>Percent Change</b>
Overall achievement All students	Level 1: 17% Level 2: 22% Level 3: 36% Level 4: 25%	Level 1: 11% Level 2: 20% Level 3: 36% Level 4: 33%	Level 1: -6% Level 2: -2% Level 3: 0% Level 4: +8%
Economically Disadvantaged	Level 1: 49% Level 2: 23% Level 3: 23% Level 4: 5%	Level 1: 44% Level 2: 24% Level 3: 24% Level 4: 8%	Level 1: -5% Level 2: +1% Level 3: +1% Level 4: +3%

ELA	CAASPP 2015	CAASPP 2016	Percent Change
Gender: Female	Level 1: 13% Level 2: 17% Level 3: 42% Level 4: 29%	Level 1: 5% Level 2: 19% Level 3: 38% Level 4: 38%	Level 1: -8% Level 2: +2% Level 3: -4% Level 4: +9%
Gender: Male	Level 1: 22% Level 2: 27% Level 3: 31% Level 4: 21%	Level 1: 17% Level 2: 22% Level 3: 33% Level 4: 28%	Level 1: -5% Level 2: -5% Level 3: +2% Level 4: +7%
I-FEP	Level 1: 10% Level 2: 20% Level 3: 40% Level 4: 30%	Level 1: 0% Level 2: 0% Level 3: 50% Level 4: 50%	Level 1: -10% Level 2: -20% Level 3: +10% Level 4: +20%
R-FEP	Level 1: 40% Level 2: 20% Level 3: 35% Level 4: 5%	Level 1: 10% Level 2: 30% Level 3: 45% Level 4: 15%	Level 1: -30% Level 2: +10% Level 3: +10% Level 4: +10%
English Learners	Level 1: 75% Level 2: 13% Level 3: 13% Level 4: 0%	Level 1: 81% Level 2: 19% Level 3: 0% Level 4: 0%	Level 1: +6% Level 2: +6% Level 3: -13% Level 4: 0%
Students with Disability	Level 1: 47% Level 2: 42% Level 3: 11% Level 4: 0%	Level 1: 53% Level 2: 24% Level 3: 18% Level 4: 5%	Level 1: +6% Level 2: -18% Level 3: +7% Level 4: +5%

From 2015 to 2016, LCC students made significant gains in achievement. With the exception of Level Three achievement for female students and English Learners, LCC students gained several percentage points in Level Three and Level Four achievement. It is important to note that LCC gains a new cohort of EL students from year to year. In 2016, LCC enrolled many eleventh and twelfth grade students who had not been in U.S. school for any length of time.

Math	CAASPP 2015	CAASPP 2016	Percent Change
Overall achievement All students	Level 1: 24% Level 2: 22% Level 3: 30% Level 4: 24%	Level 1: 20% Level 2: 24% Level 3: 30% Level 4: 26%	Level 1: -4% Level 2: +2% Level 3: 0% Level 4: +2%
Economically Disadvantaged	Level 1: 54% Level 2: 33% Level 3: 7% Level 4: 7%	Level 1: 64% Level 2: 20% Level 3: 6% Level 4: 10%	Level 1: +10% Level 2: -13% Level 3: -1% Level 4: +3%
Gender: Female	Level 1: 22% Level 2: 22% Level 3: 34% Level 4: 22%	Level 1: 16% Level 2: 28% Level 3: 32% Level 4: 24%	Level 1: -6% Level 2: +6% Level 3: -2% Level 4: +2%
Gender: Male	Level 1: 26% Level 2: 22% Level 3: 26% Level 4: 26%	Level 1: 25% Level 2: 20% Level 3: 27% Level 4: 28%	Level 1: -1% Level 2: -2% Level 3: +1% Level 4: +2%
I-FEP	Level 1: 24% Level 2: 14% Level 3: 24% Level 4: 38%	Level 1: 0% Level 2: 19% Level 3: 25% Level 4: 56%	Level 1: -24% Level 2: +5% Level 3: +1% Level 4: +18%
R-FEP	Level 1: 30% Level 2: 45% Level 3: 10% Level 4: 15%	Level 1: 30% Level 2: 30% Level 3: 20% Level 4: 20%	Level 1: 0% Level 2: -15% Level 3: +10% Level 4: +5%

Math	CAASPP 2015	CAASPP 2016	Percent Change
English Learners	Level 1: 83% Level 2: 11% Level 3: 6% Level 4: 0%	Level 1: 95% Level 2: 0% Level 3: 5% Level 4: 0%	Level 1: +12% Level 2: -11% Level 3: -1% Level 4: 0%
Students with Disability	Level 1: 75% Level 2: 18% Level 3: 7% Level 4: 0%	Level 1: 68% Level 2: 24% Level 3: 5% Level 4: 3%	Level 1: -7% Level 2: +6% Level 3: -2% Level 4: +3%

From 2015 to 2016, LCC students made significant gains in math achievement. Level Three achievement for four subgroups (economically disadvantaged students, female students, English learners, and students with disability) decreased by one to two percentage points. However, with the exception of no gains for English learners, all groups achieved gains in Level Four achievement.

Please see Appendix T for the STAR test results.

## D/F Percentages

Percentages of D and F grades Source: AERIES SIS accessed March 2017	Fall 2014-15	Spring 2014-15	Fall 2015-16	Spring 2015-16	Fall 2016-17	Spring 2016-17
<b>Total Enrollment</b>	<b>1955</b>	<b>1955</b>	<b>1853</b>	<b>1853</b>	<b>1923</b>	<b>1923</b>
Number and percentage of students who earned at least one D/F on semester report card	344 18%	310 16%	308 17%	289 16%	246 13%	NA
<b>Special Education Enrollment</b>	<b>261</b>	<b>261</b>	<b>240</b>	<b>240</b>	<b>245</b>	<b>245</b>
Number and percentage of students with IEPs who earned at least one D/F on semester report card	107 40%	85 33%	94 39%	84 35%	68 28%	NA
<b>504 Enrollment</b>	<b>68</b>	<b>68</b>	<b>58</b>	<b>58</b>	<b>57</b>	<b>57</b>
Number and percentage of students with 504s who earned at least one D/F on semester report card	13 19%	10 15%	20 34%	18 31%	12 21%	NA

The percentages of D and F grades in classes may indicate how engaged and invested students are in their education and engaged in their school. If we accept this assumption, then a decrease in the percentages of D and F grades would indicate that students are more invested in their education and connected to their school. According to the table above, the percentages of D and F grades have declined by 6% overall and 12% for special education students. However, the percentage has risen by 14% and then declined by 13% for students who have 504s.

## Suspension rates

2012-13 LCFF Snapshot 2015-16	2013-14 LCFF Snapshot 2015-16	2014-15 LCFF Snapshot 2015-16	2015-16 AERIES SIS	2016-17 AERIES SIS
61 students (2.7%)	26 students (1.2%)	29 students (1.4%)	40 students (2.2%)	36 students (1.9%)

From 2012-13 to 2014-15, the suspension rate dropped 1.3%. However, it seems to be on the rise since 2014-15. The school has gained new assistant principals and campus supervisors, which may be factors in the rise.

## Expulsion rates

2012-13 LCFF Snapshot 2015-16	2013-14 LCFF Snapshot 2015-16	2014-15 LCFF Snapshot 2015-16	2015-16 AERIES SIS	2016-17 AERIES SIS
3 students (0.13%)	1 student (0.05%)	0 students (0.0%)	2 students (0.0%)	6 students (0.3%)

From 2012-13 to 2014-15, LCC's expulsion rate dropped from three students to zero students. However, it seems to be on the rise since 2014-15. The school has gained new assistant principals and campus supervisors, which may be factors in the rise.

## AVID Enrollment

(Source: AERIES SIS)	2014-15	2015-16	2016-17
Total Enrollment	111	94	129
AVID I	49	37	71
AVID II	33	29	25
AVID Senior Seminar	29	28	33

## Feedback from Student Home Group

Students discussed the SPSA Critical Learner Need: Increase the level of school connectedness and sense of safety of pupils, staff and parents at LCCHS by answering the questions, "Do you feel connected to LCC? How so? How not? What is LCC doing to increase school connectedness? Is it effective?" Their responses included the following comments:

- Make an effort to feel connected to everyone at the school
- Events created to meet new people
- Stress more to encourage people to do things and get more involved
- New kids are overlooked and we need more check ins (ups)
- Counseling doesn't really check up on kids after beginning of school
- Pairing a new student with "old" student so kids feel more welcomed
- Google form/Interview so we could get to know each other
- Teachers should make sure new students feel welcomed and create a good environment
- How many EL students attend LCC?

What more could LCC do to increase school connectedness?

- New To LCC Club - students who were new last year stay in and help new students the next year

Do you feel safe? What has LCC done to increase your sense of safety?

- Physically safe
- Students don't feel like it is a very safe campus (unlocked gates, low fences, fire road can be used for easy access, very opened)
- Lockdown entries of the school
- We have good supervision during and after school hours
- Drills and procedures should be enforced

What more could LCC do to increase your sense of safety?

- We could do more Drills and procedures

## Goal 4: Identify non-academic skills students should acquire and develop opportunities for students to learn those skills, including practical and vocational skills.

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**Growth targets** (as identified by the Single Plan for Student Achievement and LCC faculty):

- 50% of teachers will have incorporated practical/vocational education elements into the curriculum
- Increase the number of vocational education courses offered
- Increase the number of elective courses offered
  - The staff of LCCHS recognizes that the economic climate at the time of this [2011] report provides numerous challenges and constraints that may pose difficulty in achieving some growth targets. However, there is a strong desire to include this goal and these action items so that a plan is in place should conditions improve.

### **Contribution to accomplishment of critical learner needs and ESLRs**

The goal addresses:

- Critical area for follow-up #2: There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels
- ESLR #2: Capable and responsible citizens
- ESLR #3: Self-directed, lifelong learners

### How the goal was determined

Focus group reports indicate a strong concern that the district’s decision to implement a curricular model that fully prepares students for all university of California A-G admission requirements--including the establishment of year-long courses--have greatly diminished the changes for students to explore non-academic desires. While acknowledging that increasing the curriculum so that any student can be college bound is admirable and even desirable, doing so also leaves behind students who do not wish to pursue higher education goals. The concern surrounds the lack of preparation for all students to learn the skillsets for career readiness and the lack of adequate practical job skill training. Supporting data include: master schedule, enrollment data, student reports.

### Impact on Student Learning

The action items devised to implement our fourth goal have the ability to impact student learning of academic standards in positive, constructive ways. By identifying “real-world” skillsets needed to succeed in life, students will attain skills that will help them manage themselves as learners throughout their high school experience. By finding connections between vocational elements within the academic curriculum, students will find connections between sometimes abstract principles and “real-life,” and will have exposure to the ways in which courses will benefit them beyond high school. ESLRs are greatly supported by this goal. Ultimately, the goal of any educational institution is to develop capable, responsible, and productive students who are able to contribute to society. By including these skills in our Action Plan, we believe that we will be able to work within existing frameworks to achieve this goal.

### Progress on Action Plan Goal Four Tasks

1. Task one was to develop systematic procedures to have students complete vocational interest surveys in Naviance. This task has not been accomplished; however, a plan is in the works to establish procedures for counselors to come into classes during ESP time to educate students about Naviance.
2. Task two was to develop ways to effectively utilize career and vocational information provided through schoolwide PLAN administration. This task has not been accomplished.
3. Task three was to identify several essential non-academic “real-world” skills that all graduates should possess and develop strategies to teach these skills through the existing organizational framework. An articulated list of skills has not been published. However, departments and teachers have worked toward this task by discussing and formulating skills they can reinforce in their curricula. For example, almost all, if not all, classes assign verbal presentations to teach communication skills and present information that are required for the workplace. Almost all, if not all, classes promote group work so students learn how to work with other people and develop interpersonal and communication skills required for the workplace. For more examples, please see Chapter Four, section B on Curriculum.
4. Task four was to investigate various ways for students to develop career skills through coursework and/or community connections. LCC has spoken with the community, both formally and informally, about the career skills the community deems necessary, which has been more high-level, white-collar career skills. LCC tried to implement science pathways such as Biomed but, due to budgetary restrictions, has had to close the course. LCC will continue to investigate pathways with the budget in mind. LCC hopes to offer, once the IB Diploma Programme is established, the IB Career-related Programme.
5. Task five was to investigate the feasibility of combining semester-long electives into year-long combination courses in order to increase student exposure to vocational options (Budget permitting). This task has not been accomplished as stated; however, the implementation of a seven-period bell schedule gives students more room in their schedules for more classes and more student choice.

### Action Plan Growth Targets Met and Evidence

The courses that LCC ultimately provides in a given school year depends upon students’ interest; a class will only run if there is enough student interest and enrollment in the class. Thus, course offerings vary from year to year. However, LCC has continually grown the number and types of elective classes since the last self-study, given feedback from parents, students, and teachers. For example, Academic Literacy, CAHSEE prep, and Success Program were remedial classes meant to help students in their academic classes; LCC has streamlined interventions and placed students who may need help in AVID, English learner support classes, or special education support classes. Many of the CTE/computer classes have become more advanced-level classes since 2011. Compare the elective classes in the 2010-11 school year (the last self-study year) and the 2017-18 school year; these are classes with actual enrollment:

2010-2011	2017-18
Academic Literacy	
Acting, Intermediate Acting, Advanced Acting	Acting, Intermediate Acting, Advanced Acting

2010-2011	2017-18
	AP Art History
	AP Computer Science Principles
	AP Computer Science A
AP Music Theory	
	Architectural Design
Art of Cooking	
ASB	ASB
AVID I, II, III (AVID Senior Seminar)	AVID I, II, III (AVID Senior Seminar)
Business Math	Business Math
CAHSEE prep	
Child Development	Child Development
Civil Engineering/Architecture	
Computer Aided Design (CAD)	
Computer Applications	
Concert Band	
Creative Writing	Creative Writing
Culinary Arts	Culinary Arts
Dance: beginning, intermediate, advanced	Dance: beginning, intermediate, dance choreography
Digital Media Production	
Digital Photo	Advanced Digital Imaging
Drawing and Design	Drawing and Design
Engineering Principles	Principles of Engineering
	Exploring Computer Science
	Fashion Design
Fiction and Film	
Fitness/Walking	
French I, II, III, AP	French I, II, III, IV
Imaging	Imaging
	Improvisation/Script Development
	Instrumental Music
	International Foods/Cuisine
	Introduction to Business
Introduction to Engineering Design	Introduction to Engineering Design
Japanese I, II, III, IV	
Journalism; Advanced Journalism	Journalism; Advanced Journalism
	Leadership
	Marketing Principles
	Musical Theater
Painting	Painting
Percussion/Music Appreciation	
Photo Imaging	
Psychology, AP Psychology	Psychology, AP Psychology
	Robotics and Engineering Technology
Sculpture	Sculpture, Advanced Sculpture
Seminar in Art	Seminar in Art
	Senior Seminar
	Shaping
Sign Language I, II, III, IV	Sign Language I, II, III, IV
Social Justice	
	Sociology
Spanish for Professional Communication	Spanish for Professional Communication
Spanish for Spanish Speakers	Spanish for Spanish Speakers

2010-2011	2017-18
Spanish I, II, III, AP Language, AP Spanish Literature	Spanish I, II, III, AP Language
Speech and Debate	Speech and Debate
Studio Art	AP Studio Art; AP Studio Art 3D; AP Student Art 3D
Success Program	
Surf/Ocean/Lifesaving	Surf/Ocean/Lifesaving
Symphonic Band	Symphonic Band
Theater Tech	Stagehand Tech
	Teaching and Learning
Video Film	Video Film; Advanced Video Film
Web Design and Development	
Work Experience/Internship	Work Experience/Internship
Yearbook	Yearbook
Yoga	Yoga

As LCC continues to receive feedback from stakeholders, the school will continually increase and revise the number of elective courses offered, and will work on the number of vocational education courses offered.

The first growth target—50% of teachers will have incorporated practical/vocational education elements into the curriculum—is hard to measure at this time. However, anecdotal evidence can be found throughout Chapter Four: Self-Study Findings.

### *Feedback from Student Home Group*

Students discussed the SPSA Critical Learner Need: All LCCHS graduates will be college and career ready by answering the questions, “Do you feel college/career ready? Why or why not? How is LCC helping students be college and career ready? Is it effective?” Their notes included the following statements:

- Counselors
- AVID
- Teacher reassurance
- Course offerings
- College visits
- Need more marketing
- Create more community service opportunities - class or board?

What more could LCC do to help you be college and career ready?

- Need more marketing
- Create more community service opportunities - class or board?

## **Critical Areas for Follow-Up Not Currently in Action Plan**

- Focus on PLC and data analysis cycle: consistently implement a schoolwide continuous cycle of instruction, assessment, analysis, and re-teaching.
- International Baccalaureate Programme: Educate teachers and align curriculum to the IP Diploma Programme and IB Learner Profile
- Focus on the school culture: increase school connectivity; increase attendance (decrease absences/tardies); increase grit, resilience of students; increase parent outreach;
- Focus on character development, career skills, and problem-solving skills for students
- Focus on the effectiveness and school use of the seven-period bell schedule: increase effectiveness of collaboration time, improve use of Extended Study Period time.
- Focus on support for students with special needs and for English Learners
- Focus on aligning classes and standards (vertical and horizontal teaming)





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## Chapter Three:

# Overall Summary from Analysis of Profile and Progress Data

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### Overall Summary of Profile Data

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- Even though student enrollment in the district is declining, there have been no major changes in enrollment at LCC.
- In the 2015-16 school year, LCC began the application to become an International Baccalaureate World School.
- Males outnumber females across all grade levels.
- LCC has 95 certificated staff members, including teachers, a substance abuse (READI) counselor, school counselors, psychologists, and WorkAbility employees.
- LCC has 26 full-time classified staff members, including the athletic trainer, cafeteria workers, campus supervisors, clerical staff, custodial staff, the library technician and the theater technician.
- The ethnic distribution of the student population is broadly mirrored by that of the teaching staff; Hispanics, Asians, and African Americans are slightly underrepresented on the credentialed staff, while Whites are slightly overrepresented.
- In the last three years, the percentage of students who planned to attend a four-year college has increased by eight percent, the percentage of students who planned to attend a two-year college has decreased by six percent, and the percentage of students who planned to enter the workforce or enlist in the armed forces decreased by two percent.
- Parent education levels have steadily risen in the last three years; there has been an increase of about 4% in graduation/post-graduate education level.
- The consistent percentages for students who were eligible for free/reduced lunch seem to indicate no dramatic changes.
  - However, the percentages of Free/Reduced Lunch are holding relatively steady even though the school's population had been decreasing, which means that the relative number of students qualifying for Free/Reduced Lunch is increasing. This result may be because more students who are new to the U.S. have been enrolling at LCC because of the newcomer Program.
- LCC has a very successful and involved Foundation generating more than \$330,000 for teachers, department, and school improvements since the last WASC visit of 2011.
- The District Policies and School Financial Support has increased over the past three years.
- The ELAC, or English Language Advisory Committee is another parent organization that provides important information to the school for decision-making purposes. Lastly, the Foundation organizes activities and information nights for parents. According to Foundation sign-up records, the total parent volunteers for sign-ups, over the past two years, is 693. However, many of the same people volunteer for multiple events.
  - With respect to English Learners, LCC educates students of many languages; in the 2016-17 school year, we enrolled students who spoke Spanish, Portuguese, Korean, Chinese, Vietnamese, German, Italian, Japanese, and indigenous languages of Guatemala.
  - LCC offers EL level 1, 2, 3, and 4. The "Newcomer Academy" is for EL students who are new to LCC and the country, and allows for additional math and English support courses.
  - LCC has had relatively consistent numbers of EL students in the years 2013 to 2016.
  - Redesignation and placement of students in the EL program is on a case-by-case basis. The goal is to provide English instruction and curriculum so that all EL students will meet the criteria to be reclassified as Redesignated Fluent English Proficient and enrolled in mainstream classes.
  - In 2016-17, there may be a change in the numbers of redesignated students because there is a change in the criteria to redesignate students.
  - LCC is also able to run several Sheltered courses that run at a smaller size than standard courses, and focus on language strategies along with content. These courses include Math, Social Science, and Science.
- Due to influx of students throughout the school year, and inconsistency in enrollment from year to year, CELDT test scores do not reflect consistent growth in language acquisition skills.
  - Influx of students from Guatemala, low literacy level in home language; demographics of language learners have shifted in last couple years
- LCC has the largest Special Education department in the district, with five different programs and speech/language therapy.

- Online instruction is known as the Independent Study Online Learning (ISOL) courses at LCC.
  - Online instruction, as a separate program, is moving to a different school in the district starting in the 2017-18 school year.
- In the school year 2014-2015, Math transitioned to the Common Core State Standards. This changed the curriculum and course offerings for grades 7-12.
  - Algebra I used to be an eighth-grade math course in California. However, Math 1 became a ninth-grade course, and now that is the high school graduation requirement. Integrated Math 1 Readiness class is considered a below-grade-level math course. The enrollment of ninth graders in below-grade-level math has decreased by three percent in the last three years.
  - In the school year 2014-15, ninth grade students had a choice to pursue Integrated Math or traditional math classes; for the 2015-16 school year, ninth grade students did not have a choice and were enrolled in Integrated Math.
  - The number of ninth grade students who are taking Algebra 1/Math 1 has increased by 157 students in the last three years.
  - Tenth grade student enrollment has risen by 17 students in the last three years. However, the numbers of eleventh grade and twelfth grade students taking Algebra 1/Math 1 has decreased.
- From 2015 to 2016, LCC students made significant gains in math achievement.
  - Level Three achievement for four subgroups (economically disadvantaged students, female students, English learners, and students with disability) decreased by one to two percentage points.
  - However, with the exception of no gains for English learners, all groups achieved gains in Level Four achievement.
- LCC experiences slight, but fluctuating, enrollment in AP classes and sign-ups for the examinations.
  - This fluctuation is typical.
  - Also, students seem to be more selective in finding courses that are best choices for them as students and people, instead of stacking their schedules with many AP courses.
  - We may see differences in the trend in the next few years because of the impact of the new seven-period bell schedule and focus on balance and student wellness.
- For English, 69% of LCC students are “ready for college” or “conditionally ready for college” and in math, 66% are “ready for college” or “conditionally ready for college.”
  - The change in percentages could be a result of the changes in the presentation of the Early Assessment Program Early Placement Test; whereas in 2012-13 the English EPT had a separate essay test along with select multiple choice questions on the STAR test, in 2014-15 and 2015-16, the EPT is completely folded into the CAASPP/SBAC test.
  - As mentioned before, the SBAC test is inherently different from the STAR test, and the changes in percentages may be a reflection of that change.
- For the overall student body, the percentages of D and F grades have steadily decreased by 5% in the last five semesters.
  - For special education students, the percentages of D and F grades have steadily decreased by 12% in the last five semesters. For students with 504 Plans, the percentages of D and F grades have fluctuated, but have generally risen over the last five semesters.
- At LCC, the Functional Life Skills students and the TAP students move to the adult transition program and earn a certificate of completion, instead of a high school diploma.
  - Many EL students come to the school with few to no transfer credits from their previous schools and home countries and, often, students transfer to the school later in their teenage years. It is important to also note that the same students may fall in several of the above subgroups.
- LCC offers more than 66 extracurricular student clubs that are advised by 50 different teachers; LCC approximates that there are about 1,000 students involved in extracurricular clubs.
- LCC has an Associated Student Body to ensure each student remains connected and engaged on a daily basis.
  - In the 2016-17 school year, the new bell schedule allowed room for many assemblies and pep rallies. The Homecoming Dance was attended by more than 1,150 students, while the Winter Formal was attended by more than 1,000 students.
- LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports (24 CIF sanctioned sports and two club teams), earning numerous League, CIF, and Open Division Titles.
  - During the 2015-16 school year, the total number sports offered by the school was 26, the total number of sports for boys and girls was 13 each, the total number of boys participating was 654, and the total number of girls participating was 452.
  - During the 2016-17 school year, the athletic department reports that 1,124 students participated in sports.

- LCC has one teacher who is teaching outside of the credentialed area, in terms of the NCLB Course Compliance Report for 2015-16. All other teachers are fully credentialed in the subject area and for the pupils they are teaching. LCC has one teacher who was Board Certified in 2002.
- Most core course sections are NCLB Compliant.
  - English Language Arts offers 7 sections of fundamental English 9-12
  - Social Science/History offers 1 section of Functional Economics, 2 sections of Functional US History, and 2 sections of Functional World History.
- The percentage of students who are meeting A-G requirements has steadily risen by 5% over the last three years. LCC's completion percentage is significantly higher than the state average.
  - English Learners' transcripts may be delayed in getting to the school. ELs also enroll and dis-enroll often throughout the school year. They may have large gaps in their education when they come to the school. These are all obstacles to obtaining UC/CSU eligibility.
- LCC has clearly articulated Expected Schoolwide Learning Results (ESLRS) for students and staff that focus on integrated and holistic approaches to current student needs as well as future goals as citizens. In 2016, LCC's mission became the statement: "An inclusive and energetic learning community, LCC prepares students to be 21st century innovators, driven learners, creative leaders, and exemplary citizens." The vision of the school became the statement: "At La Costa Canyon High School, we believe in building a school community of lifelong learners, creative thinkers, and responsible individuals through innovative course and career pathways."
- From 2015 to 2016, LCC students made significant gains in achievement.
  - With the exception of Level Three achievement for female students and English Learners, LCC students gained several percentage points in Level Three and Level Four achievement.
  - It is important to note that LCC gains a new cohort of EL students from year to year. In 2016, LCC enrolled many eleventh and twelfth grade students who had not been in U.S. school for any length of time.
- LCC offers a variety of focused programs.
  - In the 2017-18 school year, LCC is in the second year of the Candidacy/Authorization phase of the International Baccalaureate program, with the plan of beginning a Diploma Programme during the 2018-2019 school year.
  - Classes in the CTE Program include Introduction to Engineering Design, Principles of Engineering, Architectural Design (CAD), Digital Photography, and Robotics.
  - LCC provides AVID I, AVID II, and AVID Senior Seminar classes.
- The chronic absentee rate at LCC has remained steady in the last three years at about 7-8%. For subgroups, the percentages seem to have peaked in the 2014-15 school year, and then dropped.
  - Even so, the absentee rate for ELs has risen 1% from 2013-14 to 2015-16, the rate has remained virtually the same for socioeconomically disadvantaged students, but has dropped 3.5% for Special Education students.
- Students have been granted the ISPE opportunity for activities such as dance, gymnastics, and crew (rowing). ISPE courses must develop proficiency, knowledge, and skills that cannot be achieved within the in-school PE program.
- The Internship class is a course designed to allow students 16 years old and older to develop skills and knowledge about various careers and occupations through non-paid internships with local community partnerships in conjunction with classroom instruction.
- LCC has a very highly educated parent educational level with 82% of parents responding as having a college degree or graduate/post-graduate training.
- There have been no major changes in enrollment; since it seems to hover around 1800 to 1900 students, other than slowly declining enrollment for the last six years.
  - The enrollment of male and female students has remained consistent, within two percentage points for both genders. There is relatively equal gender distribution, with a slightly higher male enrollment within four percentage points.
  - LCC's largest ethnic population is Caucasian/White at 75%. The next significant ethnic population is Hispanic/Latino at 15%, and then Asian at 4%. The Caucasian population has declined by 2% in the last three years, while the Hispanic/Latino population has increased by 2%.
  - There has been an increase of 21 students who speak languages from Latin/South America in the last year. This may be because of our new Newcomer's Academy. There has been a slight decrease in students speaking languages from Asia. The other categories have seemed to remain relatively consistent.
- The number of discipline referrals decreased significantly from the 2014-15 school year to the 2015-16 school year. However, in the last year, the number of discipline referrals rose.
  - Both the suspension and expulsion rates have decreased since the 2012-2013 school year.
- In the 2012-13 school year, LCC's funding had basic aid funding; under basic aid, attendance was not enforced and teachers did not take attendance with care. LCC then switched from basic aid to average daily attendance in the 2013-14 and 2014-15 school years, and accurate attendance has been enforced from 2013-15.

- From 2015 to 2016, LCC students made significant gains in achievement. With the exception of Level Three achievement for female students and English Learners, LCC students gained several percentage points in Level Three and Level Four achievement. It is important to note that LCC gains a new cohort of EL students from year to year. In 2016, LCC enrolled many eleventh and twelfth grade students who had not been in U.S. school for any length of time.
- From 2015 to 2016, LCC students made significant gains in math achievement. Level Three achievement for four subgroups (economically disadvantaged students, female students, English learners, and students with disability) decreased by one to two percentage points. However, with the exception of no gains for English learners, all groups achieved gains in Level Four achievement.
- In the 2016-17 school year, LCC started a new student-lead forum called “Mav Voices,” which meets several times per semester at lunch to discuss topics of concern to students on campus.
- Also in the 2016-17 school year, many students participated in the WASC Focus on Learning self-study by being part of the Student Home Group and attending Focus Group meetings.

## Critical Learner Needs

Critical Learner Needs	Schoolwide Learner Outcomes (ESLRs)
Raise level of academic achievement of subgroup students (EL, SpEd,) including critical thinking and analysis skills	La Costa Canyon High School graduates will be: I) students who will acquire knowledge consistent with state standards. III) self-directed lifelong learners V) creative and critical thinkers
Improve the culture of inclusion, school engagement, and character skills	La Costa Canyon High School graduates will be: II) capable and responsible citizens IV) effective communicators
Increase the proficiency of workplace skills	La Costa Canyon High School graduates will be: I) students who will acquire knowledge consistent with state standards II) capable and responsible citizens III) self-directed lifelong learners IV) effective communicators V) creative and critical thinkers

## Important Questions Raised by Analysis

1. How can we support all of our students academically, especially subgroups and also all students in subjects with new standards (social science and science)?
2. How can we use PLCs more efficiently and effectively to improve student achievement?
3. How can we promote personal responsibility for learning?



## Chapter IV: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>La Costa Canyon High School’s mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive lifelong learners. At La Costa Canyon High School, we believe in building a school community of lifelong learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures.</p> <p>This coherent vision is based on student needs, state, national, and local standards. This vision is congruent with current research and practices, including the establishment of new nationwide common core standards, budget and funding concerns, the American Recovery and Reinvestment Act’s Race to the Top program [2009], state curricular frameworks, and the belief that all students can learn. Results of standardized exams such as the California Assessment of Student Performance and Progress (CAASPP), California English Language Development Test (CELDT) and the Advanced Placement (AP) exams are used to direct instructional focus.</p> <p>La Costa Canyon has also established vision and learning goals set forth in the Expected Schoolwide Learning Results (ESLRs). These were developed in 1997 and 1998 by a collaborative group of staff members, students, parents, and community members. They were then adopted by the full staff in 1998. They have been reviewed periodically throughout the following years. In 2002, the vision for the school was “Equity and Excellence.” In 2004, it was refined to “Building the Canyon Community Through Equity and Excellence.” In 2005, LCC’s mission was “to develop a community of lifelong learners, creative thinkers, and responsible individuals, by providing innovative, quality educational programs in a safe supportive environment.” The mission and vision were</p>	<ul style="list-style-type: none"> <li>● Mission/Vision/ESLRs all linked and connected with International Baccalaureate Programme that is scheduled to begin in ‘18-’19</li> <li>● Department Chair meeting agendas</li> <li>● Department meeting agendas</li> <li>● All staff meeting agendas</li> <li>● PD meeting agendas</li> <li>● Principals’ PLC meeting agendas</li> <li>● Mission, vision, and ESLRS clearly stated, posted, and clearly visible on campus</li> <li>● District’s Strategic Themes: <a href="http://www.sduhsd.net/About-SDUHSD/Education-Plan-Strategic-Themes/index.html">http://www.sduhsd.net/About-SDUHSD/Education-Plan-Strategic-Themes/index.html</a></li> <li>● LCCHS’s SARC: <a href="http://www.sduhsd.net/documents/Ed%20Services/SARC/15-16/2016_School_Accountability_Report_Card_La_Costa_Canyon_High_School_20170....pdf">http://www.sduhsd.net/documents/Ed%20Services/SARC/15-16/2016_School_Accountability_Report_Card_La_Costa_Canyon_High_School_20170....pdf</a></li> </ul>



<p>reaffirmed in 2009 upon the arrival of a new principal and administrative team, and then again in 2015 with a new principal and administrative team. In 2016, LCC’s mission became the statement: “An inclusive and energetic learning community, LCC prepares students to be 21st century innovators, driven learners, creative leaders, and exemplary citizens.” The vision of the school became the statement: “At La Costa Canyon High School, we believe in building a school community of lifelong learners, creative thinkers, and responsible individuals through innovative course and career pathways.”</p> <p>The curricular and instructional goals of La Costa Canyon are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, perceived student needs and interests, and a belief that all students can learn. Among the goals stated in La Costa Canyon's vision are to prepare students to be "lifelong learners and responsible members of society." In order to achieve this goal, La Costa Canyon has focused on providing college preparation for its 96% college-bound population, and closing the achievement gap with its English Language Learners (comprising 6% of total school population, socioeconomically disadvantaged students (11.2% of total school population), and students with disabilities (12.8% of total school population). Additional student and community data is available on the San Dieguito Union High School District (SDUHSD) website and the School Accountability Report Card (SARC).</p> <p>In order to implement the Vision and ESLRs effectively, LCC teachers meet and collaborate regularly at the district, site, department, and individual levels. Departments create common formative and summative assessments for each subject, grade level, and site. The district encourages continued education. Beginning teachers take part in organized BTSA meetings and activities. Many teachers volunteer for conferences in their respective fields.</p>	
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### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Many stakeholders take part in the establishment and fulfillment of the school's vision, including: students, parents, teachers, district personnel, and administrators.</p> <p>Changes in the school's vision and purpose can be initiated at any level, but is traditionally devised at the district or administrative level. Each year since 2011, an Achievement Summit is held in June with the purpose of looking at student and school achievement. Members of all stakeholder groups within the school are invited to participate. Through several meetings, a consensus is determined and communicated to staff at the beginning of the school year at the August in-service days.</p> <p>La Costa Canyon High School has a School Site Council (SSC) whose primary purpose is developing and implementing the school's Single Plan for Student Achievement (SPSA), which is aligned with the district's LCAP.</p> <p>The SDUHSD has a school board that meets regularly and is advised by a Parent Advisory Committee. The Board's purpose is to provide a clear focus for district programs, activities, and operations by adopting a Strategic Plan that focuses on student learning and school achievement.</p>	<ul style="list-style-type: none"> <li>● School Site Council is comprised of parents, students, staff</li> <li>● Parent surveys</li> <li>● All staff meeting agendas</li> <li>● PLC meeting agendas</li> <li>● Department meeting agendas</li> <li>● Department ELOs</li> <li>● PLC calendar</li> <li>● LCC Foundation</li> <li>● E-news</li> <li>● School Board minutes</li> </ul>

<p>LCC has a student representative that attends and participates at School Board meetings. Students are represented on the School Site Council, Climate Committee, WASC self-study focus groups, and often in all-staff meetings. In the 2016-17 school year, MavVoices was established, meeting on a bi-monthly schedule, bringing together students, staff and administrators at lunchtime to have open dialogues and allow students to share their perspectives.</p> <p>Teachers are involved in the process through district, site, and department meetings, the School Site Council (although not all departments are currently represented), the Climate Committee, and through instruction and student interaction in the classroom.</p> <p>Parents are invited to attend and participate in Meetings with the Principal, Back to School Night, School Choice Night, English Language Advisory Committee, Climate Committee, School Site Council, and other parent volunteer organizations. Parents have also established and manage the La Costa Canyon Foundation, supporting teachers in the classroom and student learning through a grant program funded by donations.</p> <p>Administrators act as liaisons between the district and school sites. They facilitate implementation of district policies and expectations while bearing in mind the specific needs of their school.</p> <p>La Costa Canyon's vision and purpose are determined by, and communicated to, the school community through WASC self-study, SARC, Data Director information, Academic Performance Index (API) and Adequate Yearly Progress (AYP) results, district and site in-services, the school website, monthly Meetings with the Principal, and phone calls and emails to parents. Data is reviewed regularly by participants and at least annually by school administration. All of this is done to promote greater understanding of the goals and expectations set forth by the school community.</p> <p>The processes seem to be effective because LCC has multiple ways to gather input, and many stakeholders have commented that they now feel heard and valued in the school processes.</p>	<ul style="list-style-type: none"> <li>● District's Strategic Themes: <a href="http://www.sduhsd.net/About-SDUHSD/Education-Plan-Strategic-Themes/index.html">http://www.sduhsd.net/About-SDUHSD/Education-Plan-Strategic-Themes/index.html</a></li> <li>● Committee meeting agendas</li> </ul>
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### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The San Dieguito Union High School District (SDUHSD) contributes to the development of curriculum and site policies, hires and monitors staff, allocates resources, and ensures state, legal, and educational compliance. Through professional development opportunities, departments across the district work collaboratively on common assessments, curriculum development and addressing the shared vision of the district. Professional development at the district level occurs twice a year and additional content/department specific PD days happen throughout the school year.</p> <p>SDUHSD and LCCHS continue to develop academic programs in line with the mission, vision, ESLRs, the school board's intent and philosophy, and the district's goals. For example, LCC is in the candidacy phase of becoming an IB world school, with the full support of the school board and district.</p>	<ul style="list-style-type: none"> <li>● Department learning outcomes are visible on teacher websites</li> <li>● Choice Night agendas and handouts</li> <li>● Back to School Night agendas</li> <li>● E-News published weekly to 2000+ people (admin, foundation, ASB, teachers contribute)</li> <li>● 92024 magazine articles</li> <li>● Del Mar Times articles</li> <li>● San Diego Union Tribune articles</li> <li>● Parent surveys</li> <li>● SDUHSD and LCCHS web sites</li> <li>● Foundation meeting agendas</li> </ul>

<p>However, the LCC community has been informally, but not systematically committed to the mission, vision, and ESLRs. In the last few years, the mission, vision, and ESLRs have been discussed and evaluated in meetings, but has not been posted or systematically reviewed and reinforced throughout the school. This circumstance is, perhaps, a result of the change in administrative and faculty staffing. There has been a focus toward rebranding the school, which is related to the mission, vision, and ESLRs, but has not been communicated as such in a systematic way.</p>	<ul style="list-style-type: none"> <li>● SSC meeting agendas</li> <li>● Booster Meeting agendas</li> <li>● SPSA published on web site</li> <li>● School marquee</li> <li>● Aeries student information system</li> <li>● MavTV broadcasts on YouTube</li> <li>● LCC app</li> <li>● Remind</li> <li>● PLC meeting agendas</li> <li>● Twitter</li> <li>● District PLC meeting agendas</li> <li>● District PD meeting agendas</li> </ul>
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## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The SDUHSD has reached out to its staff, parents, students, and community to support all aspects of site and district wide governance. It all starts from the district Local Control &amp; Accountability Plan (LCAP) requirements. The LCAP was needed because of the Local Control Funding Formula (LCFF) signed into law by Governor Brown. This new law changed the funding formula for public education and required schools to develop the LCAP. All Local Educational Agencies (LEA) are required to create an LCAP.</p> <p>All stakeholders were given multiple opportunities for input and involvement. All SDUHSD staff, students, parents, and local community were able to give input through online surveys and district advisory groups. This was done at the District level and the site level. There is an extensive explanation on the whole process on the district web site.</p> <p>The key to clear policies and procedures regarding the roles of our board and district administration are seen with involvement of all. There is a very collaborative relationship with staff and district/site administration.</p> <p>At the district level, it is continued with the Prop AA Oversight Committee and the continued involvement of all stakeholders.</p> <p>At the site level, involvement among all stakeholders is seen through the development of the Single Plan for Student Achievement (SPSA). This plan is implemented through the collaborative effort of the site and the School Site Council (SSC). This includes: Administration, Parents, teachers, classified staff,</p>	<ul style="list-style-type: none"> <li>● District LCAP: <a href="http://www.sduhsd.net/About-SDUHSD/Department-Listing-Administrative-Services/LCAP-Local-Control-and-Accountability-Plan/index.html">http://www.sduhsd.net/About-SDUHSD/Department-Listing-Administrative-Services/LCAP-Local-Control-and-Accountability-Plan/index.html</a></li> <li>● Multiple years of SPSA reports</li> <li>● Board Agendas and minutes on SDUHSD web site, available to all stakeholders: <a href="http://www.sduhsd.net/About-SDUHSD/School-Board/Meeting-AgendasMinutes/index.html">http://www.sduhsd.net/About-SDUHSD/School-Board/Meeting-AgendasMinutes/index.html</a></li> <li>● LCCHS web site</li> <li>● SSC agendas</li> <li>● Department Chair meeting agendas</li> <li>● Principals' PLC meeting agendas (instructional leadership)</li> </ul>

<p>and students. The SPSA identifies and addresses the instructional needs of students and how funding will be used to implement the goals of the plan. It is updated annually based on student achievement data, and is aligned with the LCAP and district goals.</p> <p>The district leadership and board members visit the school and school events: in the first couple of weeks of the school year, Back to School Night, across-town rivalry athletic events, plays and musicals and other extracurricular events, and graduation. LCCHS has at least one school board member who makes at least four visits per year to the campus.</p> <p>The collaborative effort with teachers and staff is also seen with the efforts of the board and district administration in the use of labor/management groups and committees. The groups and committees involve curricular issues as well as the safety of its staff and students. Examples of this are Coordinating Council, which consists of an elected department chair from every curricular department within the district all along with site and district administration. They collaborate on curricular issues and how to implement of district and site levels. This process is also done at the site level with monthly department meetings and site administration on the daily happenings of the school site. Any information given is then taken back to the department meetings which happen every two weeks.</p> <p>Another example of collaboration between the district and the school is the District Safety Committee meetings, which are held eight times a year. This committee consists of a teacher organization member, a classified organization member, an administrator from each site, and a district administrator from both teacher and classified management. The committee collaboratively discusses safety and liability issues that come up throughout the district. This is also taken back to the site level where each site has a safety committee.</p> <p>The principal must attend the Principals' PLC meeting, which occurs once per month, to discuss issues related to instructional leadership. The principal must attend another meeting, which occurs once per month, to discuss issues related to administration, board policy, and day-to-day operations of the school. These meetings are held under the office of the Assistant Superintendent of Educational Services.</p> <p>The assistant principals must attend a mandatory meeting, which occurs once per month, to discuss day-to-day operations of the school and how best to serve the school. These meetings are held under the office of Pupil Services.</p> <p>There are plenty of chances for input from all stakeholders to be involved in the checks and balances of governing our district and to be heard by the Governing Board and District Administration.</p>	<ul style="list-style-type: none"> <li>● Principals' meeting agendas (administrative issues)</li> <li>● Assistant Principals' meeting agendas</li> </ul>
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## Understanding the Role of the Governing Board

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<p>La Costa Canyon's overarching governing board is the district's Board of Trustees. This body is comprised of five publicly-elected members serving four-year terms. Two of these seats are posted on the ballot in a presidential election year and three are on a "mid-term" ballot. For example, in November of 2016,</p>	<ul style="list-style-type: none"> <li>● Board meeting minutes</li> <li>● All staff meeting agendas</li> </ul>

<p>there were two seats "open" in SDUHSD on the ballot. The Board's philosophy, goals, objectives, bylaws, and policies can be found on the district's publicly accessible website.</p> <p>The primary purpose of the Board of Trustees is to provide a clear focus for district programs, activities, and operations by adopting a Strategic Plan. This Plan sets the direction for the district, which is focused on student learning, and describes what the Board wants its schools to achieve. The Superintendent or designee recommends an appropriate process for establishing and/or reviewing the district's Strategic Plan, which is inclusive of parents, students, staff, and community members. The Board reviews the district Strategic Plan at least once a year. Following these reviews, the Board may revise or reaffirm the direction it has established for the district. The Superintendent or designee communicates the district's Strategic Plan to staff, parents, and the community and regularly reports to the Board regarding district progress toward meeting the Plan's annual properties.</p> <p>The School Board schedules monthly meetings, which are held in the District Office's Board Room and are open to the public. Special meetings and workshops are also scheduled as necessary. School site administrators, including the principal, attend these monthly meetings. Department chairs from La Costa Canyon High School are often present. Meeting dates, agendas, and minutes are posted on the district's website and in the school lobby. It is the responsibility of the Board to:</p> <ol style="list-style-type: none"> <li>1. Establish a long-term vision for the district.</li> <li>2. Establish and maintain a basic organizational structure for the district, including selection of the superintendent and adoption of policies, curriculum, the budget and the collective bargaining agreement.</li> <li>3. Ensure accountability to the local community, including personnel, programmatic and fiscal accountability and service as a judicial and appeals body as needed.</li> <li>4. Provide community leadership and advocacy at the local, state and national levels on behalf of children, SDUHSD programs and public education.</li> </ol>	<ul style="list-style-type: none"> <li>● SDFA <i>Vanguard</i> publication</li> <li>● Board information on SDUHSD's web site: <a href="http://www.sduhsd.net/About-SDUHSD/School-Board/Policies/index.html">http://www.sduhsd.net/About-SDUHSD/School-Board/Policies/index.html</a></li> <li>● Board meeting agendas and minutes: <a href="http://www.sduhsd.net/About-SDUHSD/School-Board/Meeting-AgendasMinutes/index.html">http://www.sduhsd.net/About-SDUHSD/School-Board/Meeting-AgendasMinutes/index.html</a></li> </ul>
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## Governing Board and Stakeholder Involvement

**A2.3. Indicator:** *Parents, community members, staff and students are engaged in the governance of the school.*

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Ideas, innovation, and input from all members of the school community are actively sought and highly valued. Our community hears about the SSC through the principal's address at Back to School Night (held every year in mid-September), Mornings with the Principal, weekly e-News email blasts to all parents, our new LCC app, Choice Night, School Business Days, and the school website. All SSC meetings are open to the public, and dates are announced on La Costa Canyon's website. Some Spanish-speaking translators are available for various, but not all, meetings. Phone messages to community members are translated to Spanish for Spanish-speaking parents. If more parents want to be on the SSC than there are seats available, then each parent attends and participates in an SSC meeting, and then the sitting SSC members vote on the candidates. LCC has not had to use this procedure in the last few years.</p> <p>ELAC, or English Language Advisory Committee is another parent organization that provides important information to the school for decision-making purposes. ELAC meets three times per year to advise the principal and staff on programs</p>	<ul style="list-style-type: none"> <li>● School site council meeting minutes</li> <li>● Board Meeting minutes</li> <li>● Department Chair meeting minutes</li> <li>● Survey data</li> <li>● IEP/504 documents</li> <li>● WASC focus group meeting documents</li> <li>● LCAP information on district web site</li> </ul>



<p>and services for English Language Learners, and to advise the School Site Council of the developments of the English Learner Master Plan. In the 2016-2017 school year, the district ELAC met on October 11, 2016, January 31, 2017, and April 25, 2017. In the 2015-16 school year, the LCC ELAC met in October, February, and May.</p> <p>For the LCAP, the district gathers information from SDUHSD staff, students, parents and the local community through online surveys and district advisory groups from throughout the school year. In the spring, the school district shares the LCAP and the annual update with parents, school staff, and community members to gather feedback. The LCAP is reviewed by the District Parent Site Rep. Council and the District English Learner Advisory Committee, with the final plan to be approved by the Board of Trustees in June. The District updates the three-year plan annually and makes adjustments to goals and actions as needed based on stakeholder feedback and data review.</p> <p>Parent participation in the school is encouraged several ways:</p> <ol style="list-style-type: none"> <li>1. Parents may serve on the School Site Council (SSC), whose functions are described above. Parents are nominated and elected for these positions.</li> <li>2. Parents may volunteer to serve on the school's Climate Committee (described below).</li> <li>3. Parents are invited to attend "Mornings with the Principal." The principal coordinates a monthly event in the Learning Commons to meet with parents and discuss their concerns. During this informal meeting, parents can voice their opinions and help shape campus policy.</li> <li>4. Parents are invited to attend monthly department chair meetings as well as be involved in our new program, "Mav Voices" where students and parents share their ideas and provide input regarding ways to improve community and culture on our campus.</li> <li>5. Parents are represented in IEP/504 Meetings, District ELAC Committee meetings, AVID Site Team, ASB, Safety Committee, and the School Climate Committee</li> <li>6. LCC sends out Parent/Student surveys via email to collect data and receive input, specifically when planning our new bell schedule.</li> <li>7. Parents were encouraged to participate in WASC focus group meetings held in the 2016-17 school year.</li> <li>8. The administration also has an "open door" policy, in which stakeholders can contact the administration about their concerns at any time.</li> </ol>	
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### Board's Evaluation/Monitoring Procedures

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>SDUHSD expects schools to implement District initiatives (e.g., Common Core Standards, and the use of data to drive instruction and intervention) using a reflective process of continuous improvement to improve outcomes for all students. The District also expects schools to make progress toward its goals:</p> <ul style="list-style-type: none"> <li>● 100% Graduation</li> <li>● Proficiency for all students</li> <li>● 100% Attendance</li> <li>● Parent, Community and Student Engagement</li> <li>● School Safety</li> </ul>	<ul style="list-style-type: none"> <li>● Principal's annual address to the School Board, focused on LCAP and Eight State Priorities</li> <li>● SPSA</li> </ul>

<p>The district administration monitors statistics and data, such as attendance data, California Healthy Kids Survey, testing data, and all data required by and reported to the California Department of Education, and addresses issues with the principals directly.</p>	
<p>The District supports the implementation of these initiatives and attainment of the goals by monitoring compliance and evaluating schools.</p>	

### Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.5. Prompt:** Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

Findings	Supporting Evidence
<p>The SDUHSD School Board is the legal representative of the district in negotiations with employee representatives. In carrying out the collective bargaining process, the board sets goals and guidelines for collective bargaining, select the bargaining team, maintain communications throughout the process, and adopt the negotiated contract.</p> <p>In addition to establishing complaint procedures that ensure due process and facilitate the satisfactory resolution of issues, the board may convene to serve as a judicial and appeals body in accordance with law, board policies and negotiated agreements. The board may delegate fact-finding responsibilities but remains the final arbiter in these proceedings.</p> <p>In an effort to facilitate internal communications and conflict resolution, we have an active San Dieguito Faculty Association that addresses workplace issues and employment, salary, and benefits issues. A staff member is nominated and elected as the union representative. The union representative meets regularly with the site principal and assistant principals, is available to represent members at parent/teacher conferences and other meetings, and is asked to help resolve staff conflicts and personnel issues.</p>	<ul style="list-style-type: none"> <li>• Board policies articulated on SDUHSD web site</li> <li>• Employee Concern Resolution Procedures: <a href="http://www.sduhsd.net/documents/Parents%20and%20Students/Employee%20Concern%20Resolution/SDUHSDEmployeeConcernResolutionProcedures.pdf">http://www.sduhsd.net/documents/Parents%20and%20Students/Employee%20Concern%20Resolution/SDUHSDEmployeeConcernResolutionProcedures.pdf</a></li> </ul>

### A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

Findings	Supporting Evidence
<p>The current version of the school improvement plan as it is articulated in the Single Plan for Student Achievement is the result of analysis of school and student performance data as well as input from all stakeholder groups in a transparent and collaborative processes.</p>	<ul style="list-style-type: none"> <li>• New bell schedule</li> <li>• Tutoring schedule</li> </ul>



<p>While the school remains committed to an inclusive and transparent decision-making process that seeks input from all stakeholders, the School Site Council is the body responsible for annually reviewing and approving the SPSA. The SSC's decisions, however, are informed by formal recommendations and less formal recommendations from other students, parents and staff.</p> <p>A.) Assessed Data</p> <ul style="list-style-type: none"> <li>● Standardized testing</li> <li>● Student grades/progress; D/F lists</li> <li>● Content area common assessments/PLC meetings</li> <li>● Enrollment data</li> <li>● Principal forums/parent input</li> <li>● Feedback from parent/student tours</li> <li>● Feedback from teachers and counselors</li> <li>● Feedback from committee meetings</li> <li>● Student elective interests</li> <li>● After-school tutoring feedback</li> <li>● Aeries analytics - trends with attendance/grades</li> </ul> <p>B.) Implementation</p> <ul style="list-style-type: none"> <li>● Additional sections, reteach class (math)</li> <li>● New bell schedule</li> <li>● Addition of collaboration time for teachers across grade levels/content</li> <li>● Extended Study Period</li> <li>● After School Tutoring</li> <li>● Friday Night School/new tardy and truancy policy</li> <li>● Restorative Practice</li> <li>● IB Programme implementation</li> <li>● All-staff meeting rotations/PD ideas</li> </ul> <p>C.) Monitor Results</p> <ul style="list-style-type: none"> <li>● Surveying students/parents re: bell schedule &amp; ESP</li> <li>● D/F progress reports, attendance reports, discipline reports</li> <li>● Department/Staff-wide meetings</li> <li>● SPSA</li> </ul>	<ul style="list-style-type: none"> <li>● Tardy/Truancy Policy</li> <li>● Additional sections in math</li> <li>● Friday Night School schedule</li> <li>● SPSA</li> <li>● LCAP</li> <li>● WASC Action Plan</li> <li>● Parent survey results</li> <li>● Student survey results</li> </ul>
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### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>As part of both a continuous cycle of improvement and a mandated obligation to refine the school's Single Plan for Student Achievement, students, parents and staff in School Site Council analyze school and student achievement data to assess the effectiveness of improvement strategies and relevance of improvement goals. As necessary, the school's SPSA is realigned to critical learner needs, college and career readiness goals, school-wide Student Learning Outcomes as well as SDUHSD's Local Control and Accountability Plan.</p> <p>School leadership and staff continuously monitor school and student achievement indicators to inform decisions regarding budget, curriculum, instruction, scheduling, intervention, staffing, professional development, and calendar with a focus on improving student achievement.</p> <p>School leadership shares school and student achievement data with students and parents in a number of ways with the intent of developing a culture of mutual</p>	<ul style="list-style-type: none"> <li>● All staff meeting agendas</li> <li>● PLC meeting agendas</li> <li>● Department meeting agendas</li> <li>● Department chair meeting agendas</li> <li>● Administration meeting agendas</li> </ul>

<p>accountability and fostering strong partnerships that will lead to improvements in student achievement. Students and parents receive information about the school's progress via the principal's address at Back to School Night (held every year in mid-September), mornings with the Principal, weekly e-News email blasts to all parents, our new LCC app, Choice Night, School Business Days, and the school website.</p>	
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### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>LCC strongly believes that students, parents and school staff share responsibility for student achievement. High levels of student, parent and staff engagement will lead to higher grades, better school attendance, increased motivation, fewer behavior issues, improved teacher morale and ultimately higher student achievement.</p> <p>The ways in which the school involves staff:</p> <ul style="list-style-type: none"> <li>● Yearly staff survey</li> <li>● Standardized testing data</li> <li>● Evaluation of Administration</li> <li>● Bi-annual teacher evaluations</li> <li>● Executive Cabinet</li> <li>● Weekly administration team meeting</li> <li>● Staff collaboration time</li> <li>● PD Committee meetings and department chairs help plan PD/all staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Staff survey results</li> <li>● Administration evaluation results</li> <li>● CAASPP data</li> <li>● Cabinet meeting minutes</li> <li>● PLC and department meeting agendas</li> <li>● All staff meeting agendas</li> <li>● New Bell Schedule</li> <li>● Master schedule meetings</li> <li>● Various staff committees</li> <li>● Leadership Summit agendas</li> </ul>

### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Effective communication is an essential component of strong teamwork among teachers and staff. To positively impact student achievement, staff must engage in regular and ongoing conversations about teaching and learning. Open and clear communication leads to better decisions, higher levels of shared responsibility, development of expertise among a greater number of staff, a sense of interdependence and improved morale. To promote on-going conversations around teaching and learning the school's new bell schedule provides for collaboration/PLC time for teachers. The collaborative development of group norms helps to ensure that participants feel respected, valued and accountable. The norms also help to ensure a collegial resolution to any conflicts that may arise.</p> <p>Beyond targeted and focused discussions around teaching and learning, however, it is also important for school staff to stay informed about programs, student activities, testing schedules and an assortment of other school related events. Most communication occurs via email. The school does, however, still use other means of communication to facilitate the dissemination and collection of information. LCC uses centralized mailboxes, District email, Google Calendar, Remind, mobile text messages, Google Docs and Google Drive.</p>	<ul style="list-style-type: none"> <li>● Bell schedule</li> <li>● Leadership team meeting agendas</li> <li>● Department chair meeting agendas</li> <li>● Department meeting agendas</li> <li>● Collaboration meeting agendas</li> <li>● Remind records</li> <li>● Enews records</li> <li>● Google calendar records</li> <li>● Aeries interventions and assertive discipline records</li> </ul>

<p>Internal Communication:</p> <ul style="list-style-type: none"> <li>● Email</li> <li>● Remind</li> <li>● Staff Meetings</li> <li>● LCC App</li> <li>● ENews</li> <li>● All-Calls to staff</li> <li>● Google Calendars/Drive shared folders</li> <li>● SST/504/IEP meeting information shared with relevant staff</li> <li>● D/F lists</li> <li>● AERIES interventions and assertive discipline screens</li> <li>● One-on-one, face-to-face communication between administration and staff has gotten better over the last three years</li> </ul> <p>Resolving Differences:</p> <ul style="list-style-type: none"> <li>● Culture of collaboration between SDFA &amp; Admin</li> <li>● Teacher Prep meetings re: school-wide concerns/issues</li> <li>● Individual meeting between teacher/admin/district support/SDFA</li> <li>● Administration open-door policy</li> </ul> <p>Planning</p> <ul style="list-style-type: none"> <li>● Bell Schedule Committee</li> <li>● School Calendar Meetings</li> <li>● Teacher Prep meetings re: Bell schedule &amp; calendar</li> <li>● Collaboration/PLC meetings</li> <li>● Department meetings</li> </ul>	
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## A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.1. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>The recruitment and selection of qualified personnel is key to ensuring that every classroom has a highly effective teacher that can guide and support student learning. In practice, the school works in collaboration with SDUHSD’s Human Resources in selecting effective certificated teachers.</p> <p>Human Resources uses a screening process through EdJoin to ensure that candidates meet requirements (for example, teaching credentials, English Learner authorizations). Once it has been determined that a candidate meets the District’s qualifications, they are interviewed.</p> <p>Currently, 99% of teachers at LCC are teaching within their credential area. All are teaching in their credentialed areas except for two, with school board approval. Teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements and California Teacher Standards.</p> <p>According to a self-reported staff survey, 43 (58.9%) have a CLAD certificate, and 16 (21.9%) have a BCLAD certificate. Some teachers reported neither CLAD nor</p>	<ul style="list-style-type: none"> <li>● Interviews</li> <li>● Credentialing</li> <li>● Ongoing professional Development</li> <li>● BTSA meeting agendas</li> <li>● VPSS courses available</li> <li>● SDCOE coursework available - district paid</li> <li>● AP Conferences</li> <li>● AVID conference</li> <li>● CPI training</li> <li>● EL Conference</li> <li>● CLAD/Autism Certificates/BCLAD</li> <li>● Staff survey</li> <li>● PLC meeting agendas</li> <li>● Department meeting agendas</li> <li>● Department chair meeting agendas</li> <li>● Counselor meeting agendas</li> </ul>

<p>BCLAD training, but of these teachers, seven people have their EL authorization through their credential, one person's CLAD authorization is in progress, and two report that they have no specialized language training.</p> <p>The number of LCC teachers in BTSA is seven.</p> <p>Counselors meet each week to discuss duties, issues, and responsibilities. The lead counselor attends a district meeting each month to discuss counseling information and issues, and takes information back to school site. Department chair meeting agendas are also shared with counselors.</p> <p>Throughout the school year, counselors are provided opportunities to participate in trainings and professional development activities offered through the San Diego County Office of Education, targeting a wide variety of current topics which support students' emotional and social needs. Attendance at annual UC/CSU and local two-year college conferences for all counselors are paid for through the District Office, which ensures counselors have the most current information to support college-career readiness standards.</p> <p>Teachers in all departments attend district PD days and in-services throughout the year. Teachers also attend PLC meetings.</p>	
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### Staff Assignment and Preparation

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>Teachers new to SDUHSD participate in a formal orientation and induction process, referred to as New Teacher Training, that provides individualized support and professional development.</p> <p>New teachers are also supported for two years through the BTSA induction program. New teachers are assigned a BTSA support provider who helps them acclimate to the responsibilities of their teaching assignments, which include peer observations. Department chairs also assist new teachers in establishing successful teaching strategies and appropriate classroom management skills. ESLRs and California state standards are posted in/ classrooms and are used to form lesson plans and course syllabi.</p> <p>Teachers, according to their interests and expertise, volunteer to serve on committees. The administration makes a point to get to know all staff members, and encourage staff members to serve in other educational leadership positions, such as technology liaison and ToSAs.</p> <p>Department chairs provide coaching and feedback to new teachers and are required to observe temporary and probationary teachers quarterly.</p> <p>When there is extensive interest in teaching a particular class or program, such as journalism, yearbook, and EL, the administration holds site interviews.</p>	<ul style="list-style-type: none"> <li>● BTSA Orientation meeting agendas</li> <li>● New Teacher Orientation agendas</li> <li>● Department support</li> <li>● BTSA Support Providers</li> <li>● Department Meeting agendas</li> <li>● Department Chair Meeting agendas</li> <li>● Teacher Wish-List</li> </ul>

### Defining and Understanding Practices/Relationships

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p>At the beginning of each school year, emails are disseminated with reminders, policies, and links to the staff handbook. The staff handbook includes a list of administrator duties, the counselors' alphabetical caseload and adjunct duties, the bell schedules, all forms, and so on.</p> <p>The school uses shared folders in Google Drive extensively, which may be still challenging to navigate for some teachers. The school has a teacher on campus who serves as the technology liaison between the district, and is the go-to technology person for staff.</p> <p>The school website was overhauled two years ago, and is continually monitored and updated as needed. At the top of the web site, one can click on a language, and the web site will be translated into that language.</p> <p>The district web site has adopted the same web site format as the schools, making navigation easier.</p> <p>New teachers receive information via orientation at the start of the school year.</p> <p>LCC recognizes the need more clarification from administration regarding policies such as attendance and discipline. For example, attendance policies, and the changes in policies, are sometimes confusing.</p> <p>At the August in-service days, LCC has changed from whole group meeting to break-out rotations.</p> <p>Department chair meeting agendas and minutes are disseminated to each department by the department chairs.</p>	<ul style="list-style-type: none"> <li>● Staff handbook on computer desktops</li> <li>● Board policies</li> <li>● School webpage w/READI program</li> <li>● E-news</li> <li>● School web site</li> <li>● August in-service agendas</li> <li>● Department shared folders in Google Drive</li> <li>● Department chair meeting agendas</li> <li>● All staff meeting agendas</li> </ul>

### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?

Findings	Supporting Evidence
<p>Ongoing professional development and collaboration is evident in the following regularly attended formats: monthly staff meetings, two afternoon collaboration days per month, monthly after school department meetings, monthly department chair meetings with minutes distributed to all certificated staff, monthly School Leadership Team (or Department Chair) meetings, semi-annual AP College Board training sessions, bi-annual district wide staff meetings, and others as deemed necessary, such as the every other week WASC self-study meetings and the annual CAASPP, PSAT, and PLAN test proctoring meetings. The purpose of the professional development program is to improve student learning by engaging teachers in a rigorous and challenging curriculum. Teacher accountability for implementation of effective teaching practices is monitored and discussed in department meetings, principal evaluations, and regularly scheduled administrative observation sessions.</p> <p>Staff feels that there has been an improvement in the collaboration schedule due to the new bell schedule; previously, the school had "late-start" collaboration time</p>	<ul style="list-style-type: none"> <li>● District PD meeting agendas</li> <li>● Staff meeting agendas</li> <li>● PLC/collaboration time meeting agendas</li> <li>● Department meeting agendas</li> <li>● Department chair meeting agendas</li> <li>● WASC self-study meeting agendas</li> <li>● D/F lists</li> <li>● AP test pass rate</li> </ul>

<p>every other month, and now we have “early-out” time every other week.</p> <p>The new bell schedule, which provides for PLC collaboration time, has been dominated by WASC meetings in the 2016-17 school year, so teachers have had limited time for curricular collaboration.</p> <p>LCC staff feels that course-alike conversations need to occur in a more meaningful way. More time dedicated to our course information would be better use of time. In addition, for common assessments, it’s impossible for teachers to discuss and implement them at the same time, due to lack of resources (books), which leads to the PD days not being effective.</p> <p>District PD days don’t use time as wisely as possible.</p> <p>Professional Development time is/was integral for common core implementation in core subjects. However, the question remains: how do we make this happen for other content areas?</p> <p>The professional development committee uses voices from various groups, but it needs to work on integrating more content areas and new staff members.</p> <p>It is unclear whether recent professional development, time, and resources have had a significant, measurable impact on student learning.</p>	<ul style="list-style-type: none"> <li>● Assessment data: formative, summative, standardized</li> </ul>
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## Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The SDUHSD has developed a uniform staff evaluation process in which expectations are reviewed annually. Tenured teachers are evaluated every two to three years, while non-tenured teachers receive three observations annually. New teachers receive professional development through the BTSA Program. La Costa Canyon’s administration and School Site Council members review the SPSA annually.</p> <p>In an effort to meet student needs, LCC’s Leadership Team discusses and evaluates student achievement data. According to a student exit survey, 73% of La Costa Canyon students attend a four-year college and 22% attend a two-year college. This means that 97% of graduating seniors self-report that they plan to attend some form of higher education. Teachers also collaborate by filling out evaluation forms concerning student performance and needs, which help provide a better understanding of student strengths and weaknesses for IEP and 504 conferences and plans. All teachers observe the California State Standards and use data as a benchmark from prior years to help guide them for the current year. Standardized Exam scores for CELDT, AP, CAASPP, etc., are reviewed in an effort to evaluate student success and to determine where improvement might be necessary. However, specific professional development, designed to train teachers about closing the achievement gap or to address other specific areas of weakness, is currently unavailable.</p> <p>Administration and department chairs use informal check-ins on staff, especially new staff members.</p> <p>Department chairs observe temporary and probationary teachers quarterly.</p> <p>Teachers can invite the administration to enter classes at any time.</p>	<ul style="list-style-type: none"> <li>● Staff evaluations</li> <li>● BTSA meeting agendas</li> <li>● SSC meeting agendas</li> <li>● SPSA</li> <li>● Departmental common assessment data</li> </ul>



A clearly articulated overview of procedures is needed for reviewing existing processes annually.

## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Despite economic constraints, La Costa Canyon works to ensure that human resources are utilized effectively and appropriately in order to support students in accomplishing the academic standards and the ESLRs. La Costa Canyon has a well-qualified staff that meets regularly and is involved in on-going professional development both at the school-wide and departmental levels. Here is an overview of findings which pertain to human resources on campus:</p> <p>Due to budget constraints, non-instructional classified staff numbers have decreased. The thinking is to leave instructional, certificated staff numbers as steady as possible, without having to decrease staffing in this area. La Costa Canyon no longer has a credentialed librarian or textbook monitor. There is now only one full-time staff member responsible for monitoring student attendance, and one full-time campus supervisor in addition to two part-time campus supervisors monitoring student safety and behavior outside of class. La Costa Canyon, as of 2016-2017, no longer has bilingual instructional aids in English Language Development (ELD) and Sheltered Classes, but there is a possibility to hire in the 2017-18 school year. However, there has been an increase in AVID tutors. Assistant Principals are now required to attend IEP meetings. A District Program Supervisor is available for high profile cases and is assigned to LCC three days per week, as of the 2017-18 school year (previously, it was one day per week). Assistant Principals have also assumed the additional duty of organizing school-wide testing, and assumed more responsibility due to a decrease in campus supervisors and attendance personnel.</p> <p>The principal manages the site-based budget that is based on a district formula and allocates departmental budgets based on the needs of the departments. Department chairs manage department budgets according to the department's needs.</p> <p>Teachers may apply for Foundation grants for resources for their classrooms.</p> <p>The Foundation has funded Wellness Days to promote balance between personal and academic activities.</p>	<ul style="list-style-type: none"> <li>● New bell schedule</li> <li>● Course offerings</li> <li>● Newcomer Program</li> <li>● School Site Council meeting agendas</li> <li>● Department Chair meeting agendas</li> <li>● District Budget</li> <li>● Site Budget</li> </ul>



<p>The Proposition AA bond measure has allocated funds for school improvements such as solar panels, resurfacing the gym floor, and maintaining the track and football fields.</p> <p>The principal manages a discretionary fund for services, training, and resources for teachers.</p> <p>However, there is a need for more materials and resources to grow the CTE classes and programs, including career pathways in science and other areas.</p>	
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## Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The school's finance office handles ASB funds, monies from the student body, and follows proper business and accounting practices, and participates in regular audits.	<ul style="list-style-type: none"> <li>Finance office records</li> </ul>

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The facilities enable the school to maintain a learning environment that meets the educational health and safety of students.</p> <p>The school facility includes:</p> <ul style="list-style-type: none"> <li>120 classrooms</li> <li>4 computer labs</li> <li>Audio-Visual technology facilities</li> <li>Music Performance classrooms</li> <li>Architecture/Engineering lab</li> <li>Two-storey gymnasium with a seating capacity of 2,200</li> <li>State-of-the-art all-weather track and field with a stadium capable of seating 5,000 people</li> <li>Increase of classroom computers</li> <li>Increase of document cameras</li> <li>Data projectors</li> </ul> <p>These facilities meet La Costa Canyon's current needs and vision and are safe, functional, and well maintained.</p> <p>Annually, the school sends out a Google form for teachers to request maintenance and repairs to classrooms.</p> <p>Teachers use "SchoolDude" to request technology maintenance and repairs.</p> <p>Technology training is offered on campus via the technology liaison. The staff has access to Illuminate, a web-based management system, used to provide</p>	<ul style="list-style-type: none"> <li>School Site Safety Plan</li> <li>Safety Committee</li> <li>Transportation Plan</li> <li>SPSA</li> <li>Google Form for maintenance</li> <li>SchoolDude</li> <li>Fire marshal inspection report</li> </ul>

<p>teachers with information about students' CST scores, other standardized test data, and the results of teacher developed common, formative assessments. La Costa Canyon also takes a thorough inventory of existing technology on a yearly basis, prioritizing needs based upon this inventory, and streamlining procedures through which the technology is purchased using funds from the La Costa Canyon Foundation.</p> <p>La Costa Canyon has also invested in solar panels that will reduce our dependence on expensive electricity costs by up to 70%.</p> <p>To promote safety on campus, LCC has provided the following:</p> <ul style="list-style-type: none"> <li>● Window tinting for windows without blinds</li> <li>● Window blind replacement</li> <li>● Additional campus supervisors</li> <li>● Eye wash station, fire blanket, gas shut off, and first aid kits in science classrooms</li> <li>● READI program</li> <li>● Social Worker</li> <li>● Updated attendance procedures/policies</li> <li>● Updated/current Safety Plan</li> <li>● Vacuum systems in art rooms</li> <li>● Fire marshal inspection once a year</li> <li>● Monthly site inspections of facilities</li> <li>● Pavement of parking lot; addition of crosswalks</li> <li>● Updated lighting on campus</li> <li>● School Resource Officer (SRO)</li> <li>● Continued relationship with Carlsbad Police department and Diversion program, and juvenile detectives</li> </ul>	
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### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Departments receive a budget to purchase necessary materials throughout courses offered in that department, but it is often not enough. For example, staff reports textbook shortages and limited supplies.</p> <p>The policies and procedures are ineffective because funding varies from year to year and most funding comes from Foundation. The district funds the very minimal, basic supplies.</p> <p>The school needs a better way to communicate its needs to the district level.</p> <p>The school needs a policy and system for technological devices, including implementation and maintenance or replacement of new technologies.</p> <p>Programs are being offered without funding for future years.</p>	<ul style="list-style-type: none"> <li>● District formula</li> <li>● Foundation records</li> </ul>

### Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for*

a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Supporting Evidence
<p>La Costa Canyon High School staff and leadership teams are committed to providing professional development that identifies and supports student learning needs. During the 2016-2017 school year, \$30,000 has been allotted for staff collaboration and training. Each department has been offered training in Illuminate in an effort to align curriculum and expectations to meet student needs and support learning. La Costa Canyon departments incorporate the School Site Council's Single Plan for Student Achievement goals that are set by reviewing student data and prioritizing curriculum. Teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements and California Teacher Standards.</p> <p>Teachers may request funding to attend AP, CAFE, IB, and other professional-development conferences</p> <p>The San Dieguito Union High School District provides teachers and counselors with two days in August and two days in January for professional development and preparation. Departments are able to meet, identify student needs, assess, coordinate, and develop lessons and curriculum.</p> <p>La Costa Canyon's professional development fosters a community of learners, building knowledge, skills, processes, attitudes, and leadership which facilitates student learning. The board, district, and school publicly recognize the critical importance of this ongoing improvement effort, although sufficient time and resources are often lacking due to time constraints.</p>	<ul style="list-style-type: none"> <li>• PLC agendas</li> <li>• Department agendas</li> <li>• District PD agendas</li> <li>• All staff agendas</li> <li>• IB training documentation</li> <li>• Conference attendance documentation</li> </ul>

### Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<p>The School Site Council regularly meets to align the LCAP with site resource decisions.</p> <p>The district communicates with the site administration and staff regarding student achievement, SPSA, and student achievement goals, aligned with the LCAP.</p> <p>However, LCC needs a more effective plan and timeline for the process so all stakeholders feel that they are supported.</p>	<ul style="list-style-type: none"> <li>• SSC meeting agendas</li> <li>• All staff meeting agendas</li> </ul>

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## ***ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs***

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### **Summary (including comments about the critical learner needs)**

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La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive lifelong learners. At La Costa Canyon High School, we believe in building a school community of lifelong learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures.

The curricular and instructional goals of La Costa Canyon are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, perceived student needs and interests, and a belief that all students can learn. Among the goals stated in La Costa Canyon's vision are to prepare students to be "lifelong learners and responsible members of society." In order to achieve this goal, La Costa Canyon has focused on providing college preparation for its 96% college-bound population, and closing the achievement gap with its English Language Learners (comprising 6% of total school population, socioeconomically disadvantaged students (11.2% of total school population), and students with disabilities (12.8% of total school population).

La Costa Canyon's vision and purpose are determined by, and communicated to, the school community through WASC self-study, SARC, Data Director information, Academic Performance Index (API) and Adequate Yearly Progress (AYP) results, district and site in-services, the school website, monthly Meetings with the Principal, and phone calls and emails to parents. Data is reviewed regularly by stakeholders and at least annually by school administration. All of this is done to promote greater understanding of the goals and expectations set forth by the school community.

Ongoing professional development and collaboration is evident in the following regularly attended formats: monthly staff meetings, two afternoon collaboration days per month, monthly after school department meetings, monthly department chair meetings with minutes distributed to all certificated staff, monthly School Leadership Team (or Department Chair) meetings, semi-annual AP College Board training sessions, bi-annual district wide staff meetings, and others as deemed necessary, such as the every other week WASC self-study meetings and the annual CAASPP, PSAT, and PLAN test proctoring meetings. The purpose of the professional development program is to improve student learning by engaging teachers in a rigorous and challenging curriculum. Teacher accountability for implementation of effective teaching practices is monitored and discussed in department meetings, principal evaluations, and regularly scheduled administrative observation sessions.

Despite economic constraints, La Costa Canyon works to ensure that human resources are utilized effectively and appropriately in order to support students in accomplishing the academic standards and the ESLRs. La Costa Canyon has a well-qualified staff that meets regularly and is involved in on-going professional development both at the school-wide and departmental levels.

### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

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- The district provides funds for teacher collaboration time in addition to the new bell schedule that allots for collaboration every other week.
- The LCC Foundation generously provides funds for classroom supplies and materials.
- La Costa Canyon math department offers free peer tutoring by a credentialed math teacher Tuesdays through Thursdays after school.
- The staff demonstrates a willingness to work together to improve learning.
- La Costa Canyon has strong parent and community support for sporting events, academic volunteers, and

administrative assistance.

- The Climate Committee is a collaborative forum for students, staff, and administrators to focus on providing solutions to issues related to campus culture and policies.
- More than 80% of La Costa Canyon's teachers have post-baccalaureate degrees.
- The principal and assistant principals are visible on campus and interact with students on a frequent basis.
- La Costa Canyon offers many extracurricular opportunities for students.
- La Costa Canyon has improved communication with the community by hosting Coffee with the Principal, ENews emails that go out weekly, all-calls, the new LCC app for cell phones, and teacher websites.

## **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

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- Diminished teaching resources and staff are negatively affecting students' performance and teachers' instruction, especially for numerically significant subgroups (Hispanic/Latino, English Learner, Socioeconomically Disadvantaged, and Special Education students).
- There is a perceived lack of effective and consistent communication between the district office and La Costa Canyon High School.
- There is a lack of effective daily communication of student news, events, and activities.
- There is a lack of awareness by staff and students regarding ESLRs, mission, and vision of LCC.
- La Costa Canyon has attempted to create a schoolwide tardy/attendance policy that holds students accountable; however there has been minimal improvement as tardies and truancies are still high.
- Diminished human resource funding has led to larger class sizes and fewer course offerings, especially in the area of electives and classes that serve English Language Learners. The special education Mild/Moderate case manager to student ratio is 1 to 28.
- Due to budget constraints, non-instructional classified staff numbers have decreased. La Costa Canyon no longer has a credentialed librarian or textbook monitor. There is now only one full-time staff member responsible for monitoring student attendance, and one full-time campus supervisor in addition to one part-time campus supervisor monitoring student safety and behavior outside of class.
- There is a need for more formal, systematic processes for the flow of information (mission, vision, and ESLRs; budget information)

## Chapter IV: Self-Study Findings

### Category B: Standards-based Student Learning: Curriculum

#### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

##### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
<p>La Costa Canyon High School somewhat effectively uses current educational research to maintain a viable, meaningful instructional program for students. Essentially, LCCHS prides itself on the autonomy of its teachers, thus individual departments and teachers use current educational research that fits their students' specific needs. Among the evidence-based teaching strategies implemented by a majority of the teachers at LCCHS are clear lesson goals, formative assessment that checks for understanding, clear, specific, and timely feedback, and the provision of learning strategies as well as subject area content. Furthermore, teachers often implement effective instructional strategies; notably, Understanding by Design (UBD), strategies (across disciplines) for close reading, SDAIE strategies, and collaborative and interdependent learning opportunities. A majority of teachers at LCCHS scaffold instruction, provide opportunities for student practice, engage in inquiry-based learning, and encourage and model metacognition. Additionally, LCCHS implemented a new bell schedule for the 2016-2017 academic year. The change in schedule provided students with the opportunity to take up to seven courses and experience additional electives. This change also created opportunities for teachers to allow for flexibility with the timing of units to effectively modify their curriculum and meet the learning needs of their students.</p> <p>Counselors attend college conferences and generally work with the same students for four years and develop relationships with them. Counselors provide transcript reviews and college and career planning with the use of Naviance. Additionally, AVID students have the same counselor for all four years which helps create a deeper connection with the designated AVID counselor.</p> <p>In CTE courses, students learn to apply state-of-the-art software used in the industry to assist in problem-solving. Career exploration that identifies student interests in possible future careers is implemented using Naviance and other online resources.</p> <p>Most English teachers utilize rubrics aligned across grade-level classes that support SBAC, California Common Core State Standards (CCSS) and our</p>	<ul style="list-style-type: none"> <li>● Naviance data</li> <li>● Presentations that include research. Students use critical thinking and communication skills that are demanded in the workplace to present information in a professional manner.</li> <li>● Collaboration by students in assigned projects</li> <li>● Design Problem posters</li> <li>● Toy Train Companion Designs in Autodesk Inventor</li> <li>● DWB fall and spring, aligned with SBAC</li> <li>● Crime and Punishment analysis essay (rubrics aligned across classes), DWB sample essays</li> <li>● Content/Process/Craft for close reading samples</li> <li>● Chunking text for close reading samples</li> <li>● Seminar Set synthesis projects</li> <li>● Samples of our syllabi</li> <li>● Sample rubrics for essays, projects</li> <li>● Sample project assignments that include choice</li> <li>● Notes from professional development</li> <li>● AP results and shared rubrics</li> <li>● Practice essays from AP courses</li> <li>● AP Junior year synthesis projects</li> <li>● DWB benchmark assessments</li> <li>● Choices in curriculum, including</li> </ul>

district's writing assessment. The use of a common rubric is beneficial for those students who struggle with coherent thesis statements and organization of the essay. Additionally, students must read with a purpose in mind when completing writing performance tasks like responding to Smarter Balanced Assessment Consortium (SBAC) prompt. Therefore, students must read with the prompt in mind to extract evidence to support a thesis. Teachers routinely provide students with nonfiction articles and essays as practice for responding to nonfiction prompts and content to build these constructed responses.

The district provides teacher professional development days for collaboration with other schools on DWB assessment and SBAC preparation which involves extensive discussion on research findings. These discussions include videos from WestEd and CCSS on student writing for 9-12 grade levels. Teachers listen to research and then discuss sample essays in a whole group to target goals and shortcomings as indicated by research (for example, using sentence and essay frames that provide organizational/structural techniques to create stronger thesis statements, topic sentences, integrating evidence). Teachers share responses to build common language, employing the SBAC rubric to assess grade level progress, to norm assessment and instruction, and to develop new curricula. The English department utilizes standards-based units of study with common assessments shared at every grade level to include AP courses aligned with standardized rubrics. These practices are shared, during collaboration, with new English teachers, and experienced teachers work with new teachers to ensure common standards of curriculum and instruction. Furthermore, syllabi are shared, reviewed and discussed in grade level teams, and California ELD Standards are implemented in ELD and ELD Support, using collaborative conversation as model for classroom discussion and modes of learning.

Math teachers encourage students to work in teams with defined roles to improve collaboration and communication skills. Additionally, group tests are given at the end of each module that allow students to talk collaboratively about various topics. Creativity is exhibited in multiple approaches to solving problems (modeling with mathematics: equations, tables, graphs, situations). On a daily basis, students work on meaningful tasks that ask them to think critically, solve problems in creative new ways, and communicate their ideas to their peers. A majority of math teachers are in our Mathematics Vision Project (MVP). Additionally, the math department has taken MVP curriculum and adapted "Home Grown" curriculum based on teacher and student feedback. Math teachers meet on a regular basis with curriculum writers to optimize curriculum. Additionally, math teachers meet with course-alike peers to collaborate on curriculum implementation and effectiveness to share best practices. Research-based, cross-curricular strategies are used (complex note-taking skills used regularly in math). Students can check their own notes with the teacher, which encourages students to hone critical thinking skills as they listen, think, write and check against teacher's notes.

The science department embeds English Learners (EL) strategies in curriculum such as: windowpane, sentence frames and starters, and graphic organizers. Most science teachers employ matching activities for vocabulary. Physics teachers incorporate the Rube Goldberg Project for creativity and critical thinking. Chemistry teachers utilize the copper odyssey lab, and biology teachers assign an Evolution Project that describes adaptation and relates to common ancestors. A majority of science teachers assign a substantial amount of lab-based curriculum in all levels and assign structured group problem solving with presentations and project based learning. Most science teachers utilize the Flipped Learning model of instruction.

A majority of social science teachers assign projects such as Election 2016 in

projects, speeches, and essay topics that encourage personal research of topic of interest

- Math group test results
- Sample "home grown" curriculum (math dept.)
- Math notes and note taking strategies (examples)
- Sciences Labs and subsequent presentations
- Sample windowpane, sentence frames and starters, graphic organizers, matching activities-vocabulary
- Rube Goldberg Projects
- Sample Evolution Projects
- Sample structured group problem solving presentations and project based presentations
- Election 2016 projects
- Stock Market Game presentations
- Sample critical thinking essays (primary source analysis) from social science classes
- Decade Projects, Who's Who Biography Scrapbooks from social sciences
- Video projects so students listen to themselves practicing the target language.
- Samples of painting on top of photos to estimate value and saturation
- Student samples that analyze portions of video to determine the types of camera angles used to represent literary devices in storytelling.
- Student sample of photo images that follow the rules of composition.
- Projects from art students that participated in the First Annual Maverick Festival of the Arts (Feb 2017)
- Read 180 curriculum to improve reading scores (SRI evidence)



<p>AP Government and Government, the Stock Market Game in Economics and AP Economics. Most social science teachers assign critical thinking assignments for essays, current events, and primary source analysis. The social science department addresses creativity with Decade Projects in AP US, Who's Who Biography Scrapbook in US History, and Review Game in AP Government. The PLC model is used for teacher collaboration on specific assessments and for alignment for AP courses.</p> <p>The special education department works with the general education teachers in several research-based capacities such as Reading Intervention (Read 180), Fundamentals Curriculum (math, English, social sciences), teamed-taught Courses in math, English, earth space and life science. Special education teachers develop academic support curriculum through a district run task force, provide Individual Transition Plan (ITP) with career inventories, goal setting strategies, and Workability "inventories with career and college readiness, role-playing, mock interviews, and IEP awareness. Most special education classrooms implement collaboration with class group work in math class.</p> <p>World languages utilize team and partner activities to build classroom community and positive collaboration. The Seesaw strategy reinforces pronunciation and communicative proficiency and Twitter, current events, and news feeds keep students up to date with the issues affecting the countries that speak the target language. World language teachers create common assessments, collaborate on course timelines and best practices.</p> <p>The visual and performing arts (VPA) department incorporates several research-based strategies for instruction regarding the elements and principles of composition, the composition of a picture, the principles of artistic composition, and the composition of a sculpture. VPA courses are aligned with current Common Core State Standards. For continued support for teaching strategies, most VPA teachers attend the annual Mega Conference for San Diego Art teachers. Students participate in the Annual Spring Art Show (May 2017) and the "Critique" is the standard writing assessment. Notably, Studio Art AP courses (2-D, Drawing, 3-D) has the highest participation numbers in the district and maintains a high rigor and pass rate on the AP exam.</p>	
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### Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "A-G" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>At La Costa Canyon High School, most courses adhere to approved standards and are focused on preparing students for college. The math and English departments offer courses that follow the Common Core State Standards, offer AP courses, and most courses are A-G UC approved. The science department is transitioning to NGSS, it also offers AP courses, the majority of the courses are A-G UC approved, and have the facility for "wet labs" for all science courses. The social science, language and other departments use the California state standards and have mostly A-G approved courses along with some AP courses. The counseling department helps to advise students to choose accurately courses according to their college and career path.</p>	<ul style="list-style-type: none"> <li>● Naviance records</li> <li>● University of CA A-G list: <a href="https://hs-articulation.ucop.edu/agcourselist#/list/details/1982/">https://hs-articulation.ucop.edu/agcourselist#/list/details/1982/</a>.</li> <li>● Articulation Agreements on file with Mira Costa College.</li> <li>● AP Language and Composition and AP Literature in-class essays samples, presentation samples</li> <li>● Student sample DWB essays</li> </ul>

<p>The counseling staff makes sure that students have the requirements to graduate as well as the A-G requirements and they work closely with District Office to submit A-G courses annually.</p> <p>Several Career Technical Education (CTE) classes are A-G approved with articulation with local community colleges. A few CTE classes use Project Lead the Way curriculum, and the department is investigating the articulation agreement status with Mira Costa for Child Development. Culinary Arts meet A-G requirements, but have yet to directly be in contact with any college regarding articulation. All CTE classes contain a work-readiness component that exposes students to job applications, resume writing, interview techniques and thank-you letters.</p> <p>In English, many students enroll in the AP program and the courses follow AP standards. English teachers stay updated on changes to AP course requirements, and make the necessary adjustments to their curriculum. The AP courses pass audits each year and all the English courses provide A-G course requirements. The English curricula and assessments are geared towards mastery of the CCSS. District-wide SBAC rubric and DWB is scheduled early in fall semester to provide teachers opportunity to calibrate grading and address new standards, and to use the data to drive instruction.</p> <p>The math department incorporates and implements Standards for Mathematical Practices and Common Core Standards. The AP courses pass AP audits for statistics and calculus. The math department meets requirements with Calculus D and Linear Algebra for students to receive credit from Mira Costa Community College. The department develops Essential Learning Outcomes (ELOs) as it continues to transition to CCSS.</p> <p>The science department is using the newly-released framework to rearrange curriculum to adhere to the NGSS and is currently in the process of transitioning from the former California State Standards for each subject to the three-year NGSS.</p> <p>Across disciplines, teachers effectively address the California Common Core Standards to also include Common Core literacy.</p>	<ul style="list-style-type: none"> <li>● Synthesis prep for prep for AP Language and Composition and AP Literature</li> <li>● Standards for Mathematical Practice</li> <li>● ELOs</li> <li>● Results of physical fitness test</li> <li>● AP Science scores</li> <li>● AP social science scores</li> <li>● VPA history and writing projects, including critiques of works by peers</li> <li>● AP studio scores</li> <li>● AP syllabi approval for all AP teachers</li> <li>● The AP courses have been audited and approved by College Board to be in alignment with College Board and college/university requirements</li> <li>● Teacher syllabi</li> </ul>
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## Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>La Costa Canyon High School demonstrates congruence between the concepts and skills taught in the classroom and the schoolwide learner outcomes, which include close adherence to academic standards and college- and career-readiness standards. Across the departments, evidence includes not only the plethora of tangible assignments, projects, and other demonstrative indicators, but the actual skills acquired by the students which will not only help the students survive in the professional and academic world, but thrive. Clarity in expression (both verbal and written), soft skills for future employers, and confidence with both independent and collaborative tasks are a few outcomes that illustrate the overarching impact the students experience campus-wide.</p> <p>Teachers and counselors utilize the Naviance career component for many students to create resumes.</p>	<ul style="list-style-type: none"> <li>● End of year 'Mock-Interviews'</li> <li>● Student resumes, cover letters, etc.</li> <li>● Sample in-class essays</li> <li>● AP Test scores</li> <li>● NGSS scores</li> <li>● Teacher notes available online</li> <li>● Standards are listed in the student module overview</li> <li>● Exams - multiple choice, essay, short answer</li> <li>● Projects demonstrate what students have learned</li> </ul>

<p>Almost all CTE classes engage in Career Readiness curriculum that includes writing cover letters, resumes, application preparation, interviewing skills, thank-you letters--the soft skills that employers require. Most students across disciplines are given strategies to read and critique non-fiction articles and are well-prepared to write an academic argument with clarity. Most students are taught to evaluate arguments and think critically about sources used for information. Students are taught to collaborate through group research projects and presentations (both extemporaneous and formal), and to build speaking and listening skills. Students engage in multiple on-demand/timed-write and take-home/process essays, engaging in multiple drafts and receiving feedback to provide formative and summative assessment. Across disciplines, students often engage in formative language skills development by engaging in pre-teaching of vocabulary and grammar before reading. Students also participate in regular writing workshops before submitting their summative final drafts.</p> <p>Department members across disciplines collaborate between the different high schools in the district to norm expectations and assessment for college and career readiness and the curriculum contains overlap of our SMPs, CCSS, A-G requirements and so on.</p> <p>The science department is transitioning to the Next Generation Science Standards (NGSS) over the next three years and teachers are attending extensive professional development to prepare for the transitions (three release days and two in-service days per year). NGSS focuses more on science and engineering practices (skill-based instead of content) that better prepares students for career and college readiness.</p> <p>Photography students can produce a photo that is well exposed, focused and follows basic composition rules. The students can transfer skills learned on one computer program to another. As they progress through a battery of applications, they get faster at achieving mastery in new applications. Ceramic students can produce all the standard hand-building and wheel throwing techniques in their first year.</p> <p>Daily, in Visual and Performing Arts courses, students work on projects, explore new skills, learn about the world around them through art. This develops their abilities to think critically, think creatively, work independently and as a group, which are all skills to prepare them in a work environment. Businesses say they want employees who can think for themselves, contribute to the workplace with new and creative ideas, and work well both independently and as a group. Additionally, AP Studio courses are specifically geared to mirror the skills and critical thinking one would learn in a college-level beginning studio art course.</p>	<ul style="list-style-type: none"> <li>● Class discussions promote critical thinking</li> <li>● Students practice and refine their presentation and communication skills in class projects</li> <li>● Students often work collaboratively in the classroom on various assignments</li> <li>● Discussions</li> <li>● Oral/written tests</li> <li>● NCLB life science</li> <li>● Student photography portfolios</li> <li>● Business math students apply concepts to real-world situations</li> <li>● Student in statistics classes use data-collection methods for their student-driven surveys and research</li> <li>● Math students apply numbers, sequences, trigonometry, and growth patterns to better understand current issues and problems</li> <li>● English and social science classes cover internet literacy, reliability and emphasize current research methodology</li> <li>● Students in the digital arts use real-world publishing platforms</li> <li>● Journalism students publish the school newspaper in print and online about once per month and produce MavNation on a bi-monthly basis</li> <li>● CTE course conduct career exploration units</li> <li>● Academically rigorous clubs also provide current event issues, such as the O2 for Life club</li> <li>● Many classes in the English department emphasize visual literacy, technology literacy, research, writing process skills, and business writing</li> </ul>
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## Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
La Costa Canyon High School is a collaborative community that engages in integration between disciplines. Informal examples of how LCC collaboration provides integration and alignment is evident in BTSAs and department-supported cross-curricular meetings at which AP World History (grade 10) and Honors	<ul style="list-style-type: none"> <li>● Student notes in math</li> <li>● English projects/ assignments that include other content areas.</li> <li>● Math writing rubrics</li> </ul>

English 9 (grade 9) teachers confer on curricular content, goals and assessment. Integration and alignment also occurs spontaneously on campus during daily discourse at lunch and break meetings between English, history, art, languages, special education and science members, and daily lunch meetings within departments. Curricular examples of this are found in CTE classes that use similar curricula, History and English classes that pair historical periods studied to literary works and common skills like Cornell Notes, AP classes that employ AP curricula and the upcoming IB program, which will offer the integrate International Baccalaureate program for grades 11-12. Additionally, Performing Arts and English classes frequently share literary works to explore them from different angles, Math and English collaborate to create common language and goals for rubrics, and ELD classes engage with all disciplines to support student learning and provide shared support materials.

Career and Technical Education classes often utilize similar curricula as that taught in core course offerings.

History is often integrated into coursework in order to provide context for the literature read.

Art and technology are used for presentations and projects.

English has been helping the math department develop literacy strategies for their students now that the math department has new standards and curriculum. Specifically, math students are doing more writing assignments, and the English department is helping to develop rubrics. Additionally, English incorporates science subject matter (e.g. wetlands conservation, species identification) to enrich core curricula and provide non-fiction writing prompts. Correlation and collaboration with English and performing arts happens frequently through common studied literature in the classroom and on the stage. Additionally, AVID strategies are employed in the classroom including Cornell Notes for formatting.

Social science teachers often integrate excerpts of literature into the curriculum and technology and art are utilized in student presentations. Additionally, informal collaboration between English and history teachers occurs to promote student learning along with AVID strategies that includes Cornell notes.

The special education department works for alignment between the history and English literature in projects: for example, *The Crucible/Salem Witch Trials*, *The Great Depression/Of Mice and Men*, *Roaring 20's/The Great Gatsby*, *Pre-civil war/The Adventures of Huckleberry Finn*, and *Shakespeare/Elizabethan England*. Furthermore, the special education department pairs fundamentals with math, physics and earth and space regarding density formulas, volume measurement, metric conversion, topography, latitude/longitude.

The World Language department creates assignments that include environmental concerns and issues surrounding climate change to world language. For example, students use the conditional and subjunctive tenses to say what they would do help the environment and what must be done.

- Student sample in-class writing that crosses disciplines
- Social science presentations
- Literature projects that align with other disciplines
- Student samples from world language department
- Teachers, across disciplines, review their syllabi each year
- With CCSS, teachers are informally collaborating to address reading comprehension and writing skills
- Teachers work collaboratively to ensure quiz and test security in all disciplines
- Teachers share in developing the academic policy at LCC as outlined in their syllabi
- Math and social science teachers require students to sign affidavits of honesty before quizzes and exams
- ELD and Sheltered teachers routinely collaborate and attend professional development such as the CAFE conference
- CTE classes teach, reinforce, and apply math and science skills
- All sheltered class teachers teach English language development
- The Newcomers Program encourages teacher collaboration to enhance student success
- Grade 10 English teachers teach a plagiarism lesson for review with students as the academic year begins
- LCC teachers routinely use turnitin.com and share any plagiarism issues with the teaching staff as appropriate

## Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>LCC frequently articulates curricular programs and expectations with its feeder schools through programs such as Freshman orientation, and transition meetings from 9th grade. LCC sometimes articulates curricular programs with technical schools by having guest speakers give information about their technical schools. LCC has data on where students choose to attend after high school, which determines the effectiveness of our curriculum programs (ie. how many students are attending universities). However, there is not a specific system used to track students' success in community colleges and universities.</p> <p>Curriculum writers for high school as well as the feeder middle schools meet regularly to discuss vertical alignment of content. Counselors are readily available to help align curriculum choices for incoming 9th graders transitioning from local feeder and parochial schools. 9th grade English teachers meet with middle school teachers at the beginning of the school year to align content as well. Science teachers have begun articulation as they transition to NGSS.</p> <p>At LCC, students are provided many opportunities to understand how their school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Counselors are readily available to help align curriculum choices for incoming 9th graders transitioning from local parochial schools and well as our district's middle schools.</p> <p>Additionally, in the spring of 2017, most CTE classes will be articulated with Mira Costa College. Engineering students are tracked when they go to college in order to gather data relating to completion rates.</p> <p>As the 2015-2016 academic year came to a close, a meeting was scheduled between 9th grade English teachers and middle-school English teachers to align teaching plans. It has been determined that his collaboration is extremely helpful for informing decisions. English teachers engage in a District Writing Benchmark (DWB) in early fall to norm and calibrate instructional standards and assessment for all middle and high school grades and to provide vertical alignment. The English department hopes this assessment will also better inform collaboration with local colleges and universities. Teachers between high schools make contact at Professional Development and consult on/compare curriculum and assessment. English teachers research what universities are requiring and develop lessons accordingly. This includes the Senior Project for most grade 12 students.</p> <p>The Senior Seminar elective provides expertise on college fit and admissions, with guest speakers from feeder schools, local colleges and universities, and technical schools.</p> <p>Alumni are actively engaged in the community, the LCC Foundation and seek our school district for their own children. LCC has several alumni working as teachers.</p> <p>Teachers meet with visiting former students in college to assess which skills are most relevant to continue teaching and design curriculum accordingly.</p> <p>The math department's professional development in-services focus on vertical alignment of curriculum from 7th - 12th grades. For example, Calculus 3 is now offered to support our advanced students and they receive college credit for completion. Middle school and high school curriculum writers are in communication with one another to align curriculum.</p> <p>The science department continues vertical alignment with middle schools</p>	<ul style="list-style-type: none"> <li>● Freshman orientation</li> <li>● Naviance senior survey</li> <li>● Naviance college acceptance clusters</li> <li>● Mira Costa field trip</li> <li>● Palomar field trip for special education students</li> <li>● Grade level presentations that include college information</li> <li>● College night</li> <li>● Senior Project research essay examples/portfolios</li> <li>● DWB sample essays</li> <li>● Grades 7, 8, 9 district English collaboration meetings</li> <li>● Current data: student report, transcripts - including SpEd</li> <li>● Sharing of common writing language between middle and high schools</li> <li>● LCC provides the ACT, PSAT, ASVAB</li> <li>● The CTE department has expanded it course offerings to include classes in Engineering, Digital Media Production, Culinary Arts, Child Development, Computer Science, Robotics, Shaping, Stagehand Technician, Marketing, and Fashion design</li> <li>● LCC offers internship and work experience classes</li> <li>● Meet the Principals meetings at the middle schools</li> <li>● Freshman Information Night</li> <li>● IB Information Nights</li> <li>● Community partnerships through LCCs Internship program</li> <li>● The TAP (Transition Alternative Program) assists non-diploma bound Special Education students by providing a modified curriculum for math, science, social science, and English, and assisting them with daily living skills</li> <li>● Assessments such as CELDT for appropriate placement of incoming ELD students</li> <li>● The AP courses have been audited and approved by College Board to be in alignment with College Board and college/university requirements</li> </ul>



through NGSS planning. Some chemistry students have exposure to a partnership with the University of San Diego (USD). Notably, college students and a professor come talk in classroom to discuss the different paths they took getting to USD. Student have an opportunity to take a tour of USD labs and visit Illumina. Furthermore, Young Leaders in Health Care partner with Scripps to understand career options and “Chem buddies” meet with elementary schools.

The social science department creates some vertical alignment in history with the district’s middle schools and informal visits with former students often encompass discussions of preparedness for college. This only occurs if a student chooses to stop by and see a particular teacher.

The special education department discusses alignment across the district regarding goals, accommodations, and transitions from elementary to middle school, and middle school to high school. The district director has met with the directors of feeder districts in Encinitas, Carlsbad, Del Mar, Cardiff, Solana Beach, and San Diego City schools to discuss alignment. There is alignment of SEAS points system by feeder districts to SDUHSD’s points system for consistency in transition and alignment across the district of the SEAS Points system. There is articulation of TAPS/FLS with ATP during transition meeting and there are Transition Meetings from 8-9th grades.

Transition IEP for incoming students from out of District, Post-secondary exit IEP pages, and Exit Portfolios. Additionally, during the Palomar field trip students are exposed to registration policies, and placement tests.

The World Language department conducts meetings with middle schools, attends information night sessions, provides French “soirées,” or evenings where the community celebrates French culture and ASL performs several shows throughout the academic year.

The visual and performing arts department provides music collaboration with the feeder schools and an Art Festival that includes the feeder Middle School Artwork in their exhibition.

While teachers at LCC have decent working relationships with key educational partners such as English professors at local colleges and teachers at the junior high, the focus group identified that LCC could improve its systems for gathering and disseminating such information by developing even better relationships with local colleges and universities.

The focus group has not learned much through follow-up studies of graduates and others regarding the effectiveness of the curricular program related to college graduation rates because LCC does not possess a thorough, reliable way in which to track students once they have left LCC.

## B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective*

Findings	Supporting Evidence
<p>LCC offers a range of realistic college and career and/or other educational options throughout the curriculum. The Counseling Department hosts a parent night for both the parents of juniors and seniors and the students to help them navigate the post-high school world, whether it is college or another pursuit. College representatives regularly meet with students to discuss their schools' programs, and students are notified of the scheduled dates through Naviance or the school email bulletin. Field trips are offered for students to explore local community colleges, and LCC's AP program is open access and exposes students to rigorous college-level material. English classes provide a variety of opportunities for students to explore post-high school options. For example, seniors in college prep English often complete research projects of their choosing to explore career possibilities. An elective seminar is offered to seniors that specifically focuses upon the college application process as well as resume writing. The class hosts guest speakers from various fields to discuss their jobs in order to expose students to a variety of career possibilities. LCC's Special Education department works with students by providing field trips to a local community college for registration and placement testing. The ASVAB career diagnostic test is offered on campus for any student who wishes to participate.</p> <p>In order to prepare students for college, counselors give grade-level presentations, hold junior and senior parent nights, organize college visits, and give students access to a Naviance career component. The counselors also hold lunchtime presentations for Naviance. In one-on-one meetings, they create four-year plans.</p> <p>LCCHS currently offers open access for honors and AP.</p> <p>There are field trips to community colleges available to students.</p> <p>English classes discuss high-level life philosophies presented in literature and students are encouraged to think critically about their own guiding philosophies to prepare them to tackle hard issues in the real world. The English department also offers many sections of open-enrollment AP courses.</p> <p>The Standards of Mathematical Practice are designed to prepare students for college and career. The Math department also offers AP courses, and most classes are college-preparatory math classes.</p> <p>The science department offers an introduction to Biotechnology, AP Biology, Physics (2 levels), and environmental science. AP courses are offered and available for all students, and the college preparatory courses most students take provide a foundation for further learning in college.</p> <p>Twelfth grade government and economic courses educate students on practical issues such as voting and preparing a household budget.</p> <p>The Special Education Department offers Transition Support Services (employment opportunities), academic support lessons, ITP on the IEP development, community outings (TAP/FLS), and field trips to the community college for registration and placement test. They also facilitate a transition to ATP for job/career skills training. The IEP team meetings are held annually and updated assessments completed triennially to support educational planning.</p> <p>The world language department offers AP courses, and IB French will be offered in 2018. They also offer Spanish for Spanish speakers, Spanish for professional communication, and many classes take field trips to the aquarium,</p>	<ul style="list-style-type: none"> <li>● College preparatory Seniors often complete research projects of their choosing to explore career possibilities</li> <li>● College preparatory Seniors usually create resumes</li> <li>● AP Literature students often workshop essays for college applications</li> <li>● Engineering, Architectural &amp; Photography students complete a careers research project. Many interview people in the field that they are interested in to gain insight into those fields.</li> <li>● Special Education Field Trips to the junior colleges</li> <li>● Foreign Language field trips using the target language</li> <li>● Art college visits</li> <li>● Economics budget assignment</li> <li>● Government voting assignment</li> </ul>



<p>grocery store, and museums, to apply world language to real-life situations. Our arts department offers AP courses in all Studio Art, and there are art college visits to many classes. There are integrated course sequences from Beginning to Advanced Art courses.</p>	
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**Accessibility of All Students to Curriculum**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>The school mostly provides students with access to a rigorous, relevant, and coherent curriculum across all programs, including real-world applications. All students have open access each year to high levels of rigor via honors and AP courses and pathways, which are available in all core areas as well as elective areas. In the math department, bridge courses are offered between academic years to allow students to move into honors classes without gaps in knowledge, should they choose to move from the college preparatory track into the honors track midway through high school. Relevant and coherent curricula are available in all program areas. For example, English students learn to critically read and respond to a variety of texts that they will likely encounter as college students and/or citizens. In math, daily tasks expose students to real-world applications.</p> <p>The instructional practices of teachers and other activities facilitate access and success for most students. Students have access to math readiness courses to bolster their skills and help them be more successful in subsequent math courses. The special education department allows students to engage in a rigorous curriculum with access to core content and curriculum while providing supports such as modified/accommodated curriculum and a separate academic literacy course that teaches study skills as well as vocational skills. The math department provide scaffolds daily tasks and provides extension problems that meet each students where they are. The English department uses strategies to help students improve their reading skills by teaching annotation, discussion and writing strategies.</p> <p>LCCHS has open access in honors and AP courses. The counseling department uses AP potential to identify students as a good fit. We have open enrollment to our AP classes so all students are able to choose the type of course to take that best suits their individual life goals. Most classes in CTE are articulated with Mira Costa College. Most classes in CTE are UC/CSU A - G approved.</p> <p>In English, all students are required to read numerous texts across a variety of styles (fiction, non-fiction, drama, poetry) and are required to write cohesive essays regardless of their placement level. All students learn to critically read non-fiction texts that are similar in nature to the ones they will encounter in their daily lives as good citizens, and all students engage in timed, "on-demand" and process, "take-home" writing events. Teachers encourage all students to learn to critically read through use of annotation, discussion and writing. An average reader has an opportunity to increase skills and choose their English class level as skills increase.</p> <p>The new integrated math courses contain application and real-world problems daily in the tasks. The tasks are often scaffolded for students to build upon previous knowledge, and there are often extension problems to challenge advanced students. LCC has open access for all students to enroll in honors</p>	<ul style="list-style-type: none"> <li>● All science students solve real-world problems in their lab work</li> <li>● Academically rigorous clubs provide real-world applications, such as the O2 for Life club</li> <li>● Many classes in the English department emphasize visual literacy, technology literacy, research, writing process skills, and business writing</li> <li>● Math students apply numbers, sequences, trigonometry, and growth patterns to real-world problems</li> <li>● Business math students apply concepts to real-world situations</li> <li>● Student in statistics classes use data-collection methods for their student-driven surveys and research</li> <li>● social studies students apply reading strategies to relevant primary source documents</li> <li>● English classes cover Internet literacy while emphasizing real-world research methodology</li> <li>● Students practice their skills of research and understanding of concepts to create coherent essays;</li> <li>● All English 10 Honors students complete an analysis-based argument essay on Crime and Punishment</li> <li>● Students in the Digital Arts classes use real-world publishing platforms, such as YouTube, Google, etc.</li> <li>● Robotics students design and build a mobile robot to play a sport-like game. During this process, they learn key STEM principles, and robotics concepts.</li> <li>● Fashion students learn the artistic aspects of two and three-</li> </ul>

<p>courses with bridge courses available to facilitate growth into honors/AP courses.</p> <p>In the science department, we are in the early phases of transitioning to the Next Generation Science Standards (NGSS), which place a larger emphasis on the science and engineering practices and less focus on recalling content. There is also a strong laboratory component in all courses, and a variety of hands-on opportunities in all classes.</p> <p>Like all academic departments, social studies offers open enrollment for AP classes. The government courses teach students about the importance of civic participation through voting, jury duty, and participating in the political process. The economics classes teach students how to prepare a household budget and to understand the principles of the U.S. tax code. Both US History and Government classes infuse the importance of citizenship throughout the curriculum.</p> <p>In our Special Education program, students have access to core curriculum text or access to accommodations/modified version of core curriculum, and there is an emphasis on real-world applications. For example, students apply knowledge to real-life situations through solving word problems in math. Students also learn study skills and vocational skills in Academic Support.</p> <p>In the world language department, while maintaining a high standard, tasks are scaffolded and information is chunked into comprehensible parts. Students are also asked to relate personalized experiences to real-life situations using grammatical concepts in the target language.</p> <p>AP Studio Art courses are open access to all students and offer a rigorous course of study.</p>	<p>dimensional design necessary to create sketches, designs, and actual articles of clothing. Students will explore and analyze the technical and aesthetic use of various media including fabrics, trims, paint, pencil, and ink.</p> <ul style="list-style-type: none"> <li>● Shaping is a class that explores the design, history and production of performance board shapes. Surf, skate, snow and other innovative board designs are developed</li> </ul>
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**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “A-G” requirements, including lab courses.*

Findings	Supporting Evidence
<p>While the majority of classes at our site are traditional, live classes, our school has some opportunities for students to take classes online through our ISOL (Independent Study Online Learning) program. Courses include English, History, Government, Economics, Psychology (P), but there are not classes that fulfill the UC/CSU lab science requirement. ISOL primarily employs asynchronous learning, with students working at their own pace to make up for courses that they were not successful at. With our schools’ schedule adjustment, students now have more opportunities to re-take courses during the regular school day, and these online options will not be as necessary. Starting next year, the online courses will be available at another school site for students needing it.</p> <p>Counseling provides four-year plans, grade level presentations, and parent/student counseling meetings regarding access that meet the UC A-G requirements.</p> <p>LCC and the SDUHSD district have open access to all of our course offerings including AP. Additionally, in preparation for the IB DP authorization process, LCC’s IB leadership team and other staff members drafted a preliminary Admissions Policy that indicates that all students interested in IB course or the diploma will have access to the IB DP or IB courses.</p> <p>All online (ISOL) courses meet the SDUHSD requirements for graduation, and most meet the UC/CSU A-G requirements. For more information, please refer to</p>	<ul style="list-style-type: none"> <li>● LCC ISOL Website: <a href="https://sites.google.com/a/sduhsd.net/lcchs-online/">https://sites.google.com/a/sduhsd.net/lcchs-online/</a></li> <li>● Open Access Policy on District website: <a href="http://www.sduhsd.net/">http://www.sduhsd.net/</a></li> </ul>

<p>the SDUHSD website.</p> <p>Within the English department, all students have access to most English courses online, and all non-SPED courses are “A-G” college preparatory.</p> <p>Within the math, social science, world language departments, all students have access to their courses and all courses are “A-G” with exception of Math 1 Readiness, Math 1 Fundamentals, and Math 2/3 Essentials. Not all classes in these departments are available online through ISOL.</p> <p>Within the science department, no online science lab courses are offered.</p> <p>Within the Special Education department, all students have access to A-G college prep courses. IEP teams monitor progress and promote mainstreaming opportunities.</p> <p>The VPA department finds appropriate curriculum for all LCC students. In addition to General Education students TAP, Resource, EL and AP student are challenged in the arts.</p>	
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### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>At LCC, a student’s personal learning plan, which includes his college and career and/or educational goals, is developed and collaborated among parents, students, and staff before freshman year begins, and is monitored continuously until a student graduates. Early development of a student’s personal plan takes shape as freshman students and parents are greeted on campus by counselors, administration, and staff to collaborate with students and parents regarding educational and college/career goals. Specific questions are addressed regarding class curriculum, individual learning styles, flexibility in class scheduling, on-line class learning opportunities, and educational/career goals, in order to formulate a successful and personal learning plan for each student. Throughout the high school career of each student, the learning plan is monitored frequently through recommendations via email and/or personal meetings, and remains malleable. This allows for continued and required collaboration among staff, parents, and students to revise the plan as needed or desired, in order to optimize the success of each student’s educational and career goals.</p> <p>Many opportunities are provided to parents to collaborate with the school counselors in developing and monitoring an academic action plan for students. There are personal face-to-face meetings in the creation of the initial 4-year student plan as well as mid-year adjustments either by email or appointments. Appointments are also available as college and career plans change as counselors are eager to advise.</p> <p>Parents and students have access to teacher websites that often include such things as daily class assignments, homework, major assignments, worksheets, practice tests, supplemental videos covered in class, and so on.</p> <p>Teachers consult with parents and experts during IEP meetings.</p> <p>Teachers maintain communications with parents and students through the use of</p>	<ul style="list-style-type: none"> <li>● AERIES</li> <li>● Naviance</li> <li>● Teacher Websites</li> <li>● Remind.com</li> <li>● A.S.V.A.B for 11 and 12th graders</li> <li>● Yearly field trips for seniors (included registration assistance) to Palomar Community College and Mira Costa Community College</li> <li>● Teachers participate in (or provide input for) IEP and 504 meetings</li> <li>● Naviance and informal questionnaires students complete in academic support classes for the ITP pages on their IEPs</li> <li>● Counselors meet individually with students to provide each student with a four-year plan for individual success and graduation, and students discuss these plans with their parents and parents sign off on their plans.</li> <li>● Counselors identify students earning Ds and Fs on a monthly basis, monitor them closely, and conduct student study plans.</li> <li>● Teachers collaborate with</li> </ul>

<p>email, and/or remind.com/phone calls. Emails and phone calls are answered in a courteous and timely manner, usually within 48 hours.</p> <p>The English department regularly meets in informal settings and discusses the efficacy of varying instructional strategies, and insights into the needs of shared students. Teachers also share tips gleaned from former students who have gone on to college and beyond and use that information to tailor new department-wide lesson plans and assessments.</p> <p>Teachers often use ESP time to discuss what is working with students, as well as what needs to be re-taught. Teachers are often available during that time to review/re-teach the subject matter to the students as well.</p> <p>In the Math Department, teachers make recommendations for students on which level of math class will best suit their needs the following year. There are also math placement tests given to those entering the school district so they may be placed appropriately. Math teachers also provide input during IEP and 504 meetings, as do teachers in all disciplines.</p> <p>AERIES is maintained in all courses to keep parents and students informed of current grade standing.</p> <p>In the Special Education Department progress on transition goals are monitored at minimum annually through the IEP process. Transition goals are developed and monitored as part of the ITP. Parent, Student, and Teachers contribute to development of ITP goals. Progress on academic goals are monitored quarterly. The IEP process covers the career and college goals.</p> <p>World language teachers meet with students and parents to determine the student's placement for the following year.</p>	<p>students' current and former teachers to find ways to help students on a personalized level.</p> <ul style="list-style-type: none"> <li>● LCC hosts an annual Back to School Night for parents in the fall, and School Information night early in the spring semester.</li> </ul>
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## Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>The school offers some challenging programs, like PSAT, ACT, SAT and AP courses. In AP courses, such as AP English, students are given essay prompts that require them to connect their readings to real-world issues. Also, the Internship and Work Experience courses prompt students to explore possible careers and determine what they are looking for in a major. Another program that helps student transition from post-secondary high school to college is AVID. AVID helps students with the application process of colleges, informs students of financial aid, and allows them to research a variety of colleges in order to rule out what they are and are not looking for. We have an active college and career center, and our school regularly has colleges visit and meet with prospective students. Our counseling holds parent nights focused on a variety of topics, such as FAFSA, senior information night, etc. In addition, every spring our district holds a college fair with over 200 College and Universities held at the local fairground. There are also a number of sessions on college applications that night. Our school needs to improve on how we evaluate the effectiveness of our students' transitions following high school. We typically have strong data about students plans immediately after graduation, but we do not currently have a way of tracking their progress in the months and years down the road.</p>	<ul style="list-style-type: none"> <li>● Senior presentations</li> <li>● Senior parent night</li> <li>● College night</li> <li>● FAFSA night</li> <li>● Naviance workshops</li> <li>● PSAT and Pre-ACT</li> <li>● LCC offers a Senior Seminar which is a comprehensive course designed to prepare students for college</li> <li>● AP Language and Literature</li> <li>● AP courses and test data from math courses</li> <li>● Student research, essays, responses</li> <li>● Socratic Seminar</li> <li>● AP World History, AP US History, AP Art History, AP Psychology offerings</li> </ul>

LCCHS is also currently in the International Baccalaureate Diploma Programme (IB DP) candidacy/authorization stage to become an IB World School.

LCC provides, through its counseling department, many ways to help students transition to college, career, and other postsecondary opportunities.

Throughout the academic year, events such as Senior presentation, Senior Parent Night, College Nights, etc. are offered to all LCC students and their parents.

The English department provides essay topic discussions that require students to connect their readings to real-world situations; class discussions encourage lively and diverse opinions. Both written and oral arguments require students to develop an opinion and back- up with examples from literature, and relative, contemporary examples. The Socratic seminar method is often utilized. This prepares students for a more advanced college curriculum which requires higher level critical thinking in both written work and class discussions.

The Science department often conducts student outreach for current students to come and speak with incoming students about potential course placements and college experiences.

The Social Science department often conducts class discussions in various courses to promote connections between the topic of study and real-world events and AP courses are offered and provide college credit for students.

Special education's TPP facilitates transition to job experience and all students with IEPs receive college/career transition services. The special education teacher completes logs to document transition service activities and class activities include Naviance, interest inventories, and lessons to support transition to college/career

The World Language department will be offering IB courses in 2018, and currently offer honors and AP courses. Class activities during ESP offer better organizational skills and recommendations to succeed academically after high school and into college or career.

The visual and performing arts department has the highest level of AP participation in the District.

Assistant Principals oversee testing that is designed to measure students' achievement in subject knowledge and readiness for college. Results are compiled and released to students. Overall, the results are measured and shared with staff. The testing includes: PSAT, ACT, AP Testing, CAASPP Testing and ASVAB testing is offered to students to help determine their strengths and interests.

LCC offers a Senior Seminar elective course that is designed to help and support students who intend attending a 2 or 4-year college after school with the complexities of the college admissions process and beyond. Students are guided towards selecting suitable colleges and majors and towards finding suitable career paths. Students are given time and assistance with components such as: revising and writing effective college personal statements, filling out college applications, finding scholarships, applying for financial aid, exploring and selecting majors, investigating careers, writing resumes, managing and organizing time effectively, learning how to select housing, finding roommates, writing appeals, and dealing with the challenges that being a freshman in college can present. This course places a strong emphasis on personal growth and school-to-career success. Students work independently, as a class, as well

- VPA AP course offerings
- PSAT, ACT, AP, CAASPP and ASVAB
- The CTE department has expanded its course offerings to include classes in Engineering, Digital Media Production, Culinary Arts, Child Development, Computer Science, Robotics, Shaping, Stagehand Technician, Marketing, and Fashion design
- LCC offers internship and work experience classes
- The VPA department invites guest speaker to their classrooms (e.g. FIDM representatives)
- VPA students attend theater festivals and competitions
- LCC offers Journalism, Yearbook, Speech and Debate, and Video Film courses
- The sports programs have student trainers who assist with the treatment of athletic injuries
- Various campus clubs, such as Math club, ComedySportz, Best Pals (Buddies) o2 for Life, Thespian club, Fashion club, and ASB Leadership program provide students with career and postsecondary education opportunities
- Special Education provides student access to workability, consultation services, Job Corps field trips, and field trips to community colleges
- Student resumes
- College essays

as receive one-on-one support and help from the instructor.

Other Information: Some activities and highlights of the course include:

- College Essay workshops
- Step-by-step interactive application guidance (Common application, UC application, etc.)
- Individual personal instructor feedback on multiple college essays  
Assistance with Naviance as a tool for applying to college Computer-based college research and investigation
- Live chats with counselors and admissions officers online
- Career Unit: Guest speakers, professional resume guidance and mock interviews
- Members of MANPOWER come to campus and teach interview and resume building skills
- Field trip to register for Bed, Bath & Beyond: individualized tour and dorm guidelines

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## ***ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs***

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### **Summary (including comments about the critical learner needs)**

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Students at LCC have access to and participate in a rigorous, relevant, and coherent standards-based curriculum across disciplines. The curriculum at LCC supports the California Common Core State Standards, the mission and vision statements, and the schoolwide essential learning outcomes. Furthermore, LCC's curriculum develops students for success at the collegiate level and provides for career readiness in several disciplines. Teachers at LCC, across disciplines, endeavor to create curriculum that actively engages students that address current issues and events using the content of their courses. LCC mainly provides challenging curriculum at all levels from fundamentals to advanced placement classes. With the addition of Extended Support Period (ESP) many teachers work with students during this class time and well beyond the school day to offer additional support to the curriculum.

### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

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LCC has worked towards course consistency within the area of curriculum. Because of the shifts in English and math to align to Common Core State Standards, Science shifting to align to NGSS Standards, and Visual & Performing Arts, CTE, Languages and elective classes working to support Common Core Standards when appropriate, teachers have had the opportunities to have meaningful discussions about curriculum and identify areas of strength and growth.

- LCC offers a variety of AP courses across all subjects, and a-g UC approved courses to prepare students for College.
- All departments seem to understand and be implementing assignments which demonstrate not only fidelity to the core academic standards, but are also emphasizing the productive skills each graduate will need throughout life.
- LCC effectively meets within departments and district wide to provide integrity of curricula and each staff member is encouraged and able to speak up and voice his/her concerns.
- LCC articulates consistently with feeder schools and community colleges.
- LCC provides adequate amounts of effective information to families regarding colleges and college applications

### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

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- LC needs more career-oriented courses, like trade fields.
- LCC needs more technical career courses to assist LCC students who would like to develop a technical pathway.
- LCC need to find an innovative way to qualify that the skills students are acquiring beyond those that can be tested.
- Although LCC is suitably provides for effective professional development time within departments, LCC could use more professional development time to provide cross-curricular connections to insure how course provide integrity between disciplines so grade levels scaffold together.
- LCC needs ways to effectively follow up with students' progress after graduation.



## Chapter IV: Self-Study Findings

### Category C: Standards-based Student Learning: Instruction

#### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

##### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>California content standards drive instruction in all subject areas that have established standards. Assessments in those subject areas are also consistently aligned to the state standards. Career and Technical Education courses are directly aligned to career-readiness standards and students work as a team to complete tasks, lab time or recipes. Counselors and most parents encourage students to take more challenging classes.</p> <p>Students have open access to AP or Honors classes all four years in Math and English, three years in Science and Social Science, and one to two years in other elective courses. College and career courses include students with diverse backgrounds and abilities.</p> <p>Departments work closely with AVID, SpEd and EL teachers to be sure all students in these categories are understanding and completing assignments, as evidenced by grades. Many departments offer a variety of levels including: team-taught, remedial, college prep, honors, and AP.</p>	<ul style="list-style-type: none"> <li>● Samples of curriculum and assessments</li> <li>● Counselors follow the ASCA (American School Counselor Association) model program with standards and requirements.</li> <li>● In English, all students take the Direct Writing Assessment (DWA) as a diagnostic tool that drive instruction.</li> <li>● In Math, students work in groups to solve daily tasks which are normally contextually based. These daily tasks often contain multiple representations (graphs, tables, equations, etc.) to help students see connections between concepts throughout the modules.</li> <li>● In PE, students work in groups to demonstrate competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Daily tasks often contain activities that challenge development of motor skills and promote positive social interaction.</li> <li>● Surf Lifesaving class provides career readiness.</li> <li>● In Science, students work as partners to complete lab inquiries which are contextually based. Daily tasks (journals, class discussions, Think/Pair/Share problem solving, etc.) often contain multiple representations (diagrams, graphs, tables, calculations, etc.) to help students discover relationships, patterns, and connections within and between key concepts across all core sciences.</li> <li>● Most Special Ed Students are mainstreamed in</li> </ul>

	<p>general education classes with accommodations/modification. 9th-12th grade English Fundamentals classes are accessing general education curriculum. Math 1 Fundamentals curriculum provides more scaffolding and time per content standard by removing non-key standards.</p> <ul style="list-style-type: none"> <li>● Social Science general education texts are either used to supplement class (U.S. History Fundamentals) or in their entirety (World History Fundamentals, Government/Economics Fundamentals).</li> <li>● Academic Support classes teach organizational/study skills, Cornell Note taking, and the use of daily planners.</li> <li>● Spanish for Professional Communication.</li> <li>● In acting, the scenes challenge the students' ability to analyze and memorize text. Furthermore, they are challenged to collaborate with one another on a difficult assignment, plus give and receive constructive feedback.</li> <li>● In improve to script development, students experience a boost in creativity, confidence, and learn to think on their feet. Students are in constant collaboration and provide feedback to one another. Furthermore, students write an original comedic script which challenges their writing skills and understanding of story structure.</li> <li>● Filled out lab planning sheets</li> <li>● CTE Courses are integrated with Mira Costa with their curriculum</li> <li>● AP enrollment &amp; AP test results</li> <li>● DWA samples</li> <li>● Student samples from various levels of English classes (AP, Honors, College Prep, Read 180, EL classes)</li> <li>● Student success is supported through AVID and Read 180</li> <li>● Task based curriculum</li> <li>● Physical Fitness test</li> <li>● Spring art show</li> </ul>
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**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Most teachers share course standards and expectations in their syllabus. Many teachers identify standards addressed during a unit of study. Some teachers identify these specifically to students, many other teachers translate into student friendly language.</p> <p>Many students understand the standards and expectations in each area of study through daily agendas provided across the</p>	<ul style="list-style-type: none"> <li>● Students are provided with agendas, most teachers post agendas on the board for each class, most teachers post calendars or agenda on websites, Google Classroom, Blackboard</li> <li>● Many teachers provided rubrics as well as break large projects/ papers into more manageable segments while providing feedback as students move along</li> </ul>

<p>curriculum, modeled examples to aid in the guidance of the lesson/class project and in Math and Science, they encourage students to revisit topics for mastery and allow students to retake exams. Students are provided with models and samples to demonstrate end products throughout the disciplines.</p>	<ul style="list-style-type: none"> <li>• Many core Math and Science teachers offer mastery assessment, retake, or corrections to support student learning</li> </ul>
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## Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Most teachers incorporate technology in their classroom to support student learning. Most teachers pair visual presentation with auditory presentations via PowerPoint, Google Slides or other presentation software. Some teachers work to create interactive presentations by engaging students with questions or activities. The questions and activities range from hand raising to Kahoot or Illuminate quizzes to check for understand before moving forward.</p> <p>Most teachers provide opportunities for students to see them before or after school to get additional support. Several teachers start class with a review or formative assessment questions to check for understanding. A few teachers utilize Google classroom, Blackboard, Quizlet to assess students understanding outside of the classroom.</p> <p>Many teachers provide additional resources for students on their class website. These resources may provide a review of previous content, provide additional practice or provide extension for students.</p> <p>Several students with IEPs enroll in Academic Support where they have an opportunity to receive support in the development of organization, study skills and content knowledge.</p>	<ul style="list-style-type: none"> <li>• All teachers support IEP and 504 plans including several teachers modifying assignments to show mastery</li> <li>• Many teachers post resources for students to access including lecture notes, PowerPoints, Edgenuity, videos, Quizlets or other review resources.</li> <li>• A few teachers use Illuminate or other assessment tools to determine areas of need for students</li> <li>• A few teachers offer extension or enrichment to challenge students.</li> </ul>

## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Most teachers utilize digital projectors and presentation software to provide instruction for students. Some teachers incorporate students use of technology in their classes with the use of Google Docs, simulations, graph creation and manipulation, access to current events or historic video clips.</p>	<ul style="list-style-type: none"> <li>• Prop AA updates and enhancement</li> <li>• Access to LCCHS website and department links</li> <li>• Access to MavNation YouTube</li> <li>• All permanent classrooms have teacher computers, mounted projectors (710, 720, 730,</li> </ul>

<p>Many teachers use regular formative assessment to determine the effectiveness of instruction and inform future instruction. Some teachers use electronic data collection via Kahoot, GoFormative, or Illuminate while many teachers use exit tickets, feedback or other formative tools.</p> <p>All math teachers and some science teachers use graphing calculators and/or graphing programs to help students display equations and determine relationships.</p> <p>A few teachers have flipped their instruction providing vetted resources via YouTube or developing their own videos for students to utilize outside of the classroom. This provides students an opportunity to engage in the work such as practice problems in the classroom with classmates and teachers.</p> <p>Our engineering, robotics and biotechnology students are able to use technical equipment to perform experiments, builds or design. Our physics classes have Probeware to collect and analyze data.</p>	<p>740 and 760 are classrooms housed in trailers, classrooms have teacher computers and projectors)</p> <ul style="list-style-type: none"> <li>● Many classrooms also have additional technology including document cameras to share student work</li> <li>● Many teachers integrate additional technologies include Kahoot, Quizlet, Padlet, DocHub, BrainPop, Google Forms, subject specific Google Apps as formative assessment tools</li> <li>● All teachers have access to TurnItIn as a plagiarism awareness and assessment tool, all English teachers and many other subject teachers</li> <li>● Teachers have access to reserve five class sets of Chromebooks in the Learning Commons each period</li> <li>● All teachers have access to host class websites and learning platforms including Google Classroom, Blackboard, Moodle or Weebly</li> <li>● CTE students use state-of-the-art software such as Adobe Photoshop and Lightroom, Autodesk Inventor and Revit, Robot C for Vex</li> <li>● PE teachers use Edgenuity to distribute health content and assessments</li> <li>● Many math teachers use Desmos, Geogebra and GoFormative.</li> <li>● Many science teachers use virtual labs and pHet simulations</li> <li>● Physics students use data collection Probeware and data analysis software.</li> <li>● District Technology ToSA works with site ED to support teacher integration of multimedia and technology -ToSA and ED host topic specific PDs and answer teacher questions</li> <li>● All students have Google accounts with access to Google Drive, Google Docs, Google Sites, and Google Sheets to allow teacher to incorporation technology for all students</li> <li>● MavNation- Video News bimonthly report updated filmed, edited, and posted by journalism students shown as part of the instructional day</li> <li>● Journalism students maintain various social media accounts including Instagram, Twitter and Remind</li> <li>● TAPS &amp; FLS students utilize News-2-U/Unique</li> <li>● Culinary Arts students are connected to the classroom and to multimedia through a classroom Instagram account. Students compete to have the best-looking dish to be posted.</li> </ul>
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## Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Most teachers have students work in groups and provide feedback to students and groups. Most teachers use guiding questions in class to facilitate student participation and formative assessment. More and more teachers are moving away from a classic lecture class and engaging the students. This shift requires teachers to shift from dispensers of information to coaches of student learning. You will find many CTE, math, and science students working in groups on labs or activities and the teachers working to support the student discovery of information. In English, you may see students participating in a Writer's workshop where they evaluate each other's work based on provided rubrics.</p> <p>Some teachers utilize flipped method where students are exposed to content and basic material as homework and work on laboratories, activities or projects in class. This provides more engaging opportunities for students during class.</p> <p>Some students access Academic Support, AVID or after school tutoring where teachers provide review and support of materials for students. Teachers may also work with students on organization, goal setting, and study skills to foster success in academic classes.</p> <p>A few teaches, such as our PLTW Biomedical Science class provide students with project based learning. Students are engaged in the content because of a real-life problem they must develop the science content to solve or address over the course of the year.</p>	<ul style="list-style-type: none"> <li>● Teacher websites, Google Classroom and Blackboard</li> <li>● Teacher lesson plans</li> <li>● Most teachers have students work in groups and provide feedback to students and groups</li> <li>● Most teachers use guiding questions in class to facilitate student participation and formative assessment</li> <li>● Most teachers use independent practice to support and review class materials</li> <li>● Several teachers utilize flipped method where students are exposed to content and basic material as homework and work on laboratories, activities or projects in class</li> <li>● CTE, Art, and science teachers work with students and groups during lab work</li> <li>● CTE and science teachers help students follow and troubleshoot lab data</li> <li>● Some teachers utilize checkpoints during lab work</li> <li>● Child development students debrief class participation with cooperating elementary teachers</li> <li>● English teachers utilize Writer's workshops to review essay drafts</li> <li>● Math IM curriculum was developed within the district to have teachers serve as facilitators rather than focusing on giving direct instruction <ul style="list-style-type: none"> <li>○ Teacher notes provide questioning strategies to orchestrate discussion</li> </ul> </li> <li>● PE teachers work with students to develop personal fitness plans</li> <li>● One on one time with teachers in class, before and after school-utilized to varying degrees</li> <li>● AVID students</li> <li>● Academic support class</li> <li>● Some teachers incorporate project based learning including PLTW Biomedical Science</li> </ul>

## Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Most of our students are given opportunities to demonstrate their ability to organize and apply knowledge they have already acquired. Many students create and maintain portfolios, notebooks, or other cumulative work collections that they also use as a reflective tool at the end of a unit, semester or year.</p> <p>Some students seek the opportunities to apply their classroom</p>	<ul style="list-style-type: none"> <li>● ASL students submit video assignments</li> <li>● Physics classes participate in Egg Drop and Walk on Water and PLTW Engineering classes design</li> <li>● Performance based classes such as Theater, Band, Journalism, Art, Culinary Arts</li> <li>● Some science teachers assess laboratory skills</li> </ul>

<p>experiences in electives, internships, summer programs. Some students enroll in practical art classes that are applicable to their career goals. Some students interested in health care seek internships at local hospitals, clinics or labs. Some students interested in education seek internships or classroom experiences with child development. Some students interested in business enroll in marketing or participate in internships.</p> <p>All physics and engineering students are required to research, create, test, modify, retest projects such as Egg Drop, Walk on Water, Rube Goldberg. During the projects, the students are expected to keep records of their ideas, designs, trials and modifications. Following the projects students are expected to evaluate their project performance and communicate additional errors, modifications and applications.</p>	<p>as part of assessments</p> <ul style="list-style-type: none"> <li>● Culinary arts</li> <li>● Internship experiences</li> <li>● English classes: research projects such as Dehumanization Project in 10H, visual argument in AP11, 11th grade research papers, Senior Project; expository essay writing; cold reading of text; Common assessments in English involve synthesis CAASPP Performance Task-like reading and writing</li> </ul>
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**C2.4. Indicator:** Students demonstrate higher level thinking and problem-solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Many classes ask students to complete activities, projects, labs or participate in discussions that allow students to think, reason and problem solve.</p> <p>In all levels of math, the students engage in problems that require the development of solutions with classmates. In science classes students conduct laboratories and in many laboratories students are asked to discuss error. The error analysis requires students to evaluate the results they obtained from the expected and identify procedural variations that may have resulted in the error the students obtained. In English classes students must analyze the book, poem or story. This requires students to connect their knowledge of world events and history.</p> <p>Several class projects require students individually or in teams to pose solutions to challenges or problems. Projects range from designing solutions to meet specified criteria.</p> <p>In most classes students engage in discussion and group work while developing understanding or evaluating their learning.</p>	<ul style="list-style-type: none"> <li>● Math curriculum samples and class group work</li> <li>● Science lab analysis and post lab discussions</li> <li>● Most missed questions in many science classes</li> <li>● English literary analysis</li> <li>● PLTW the students must design a diabetes testing device.</li> </ul>

**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Our site has several Chromebook labs available for teachers to reserve for class use. In addition, several departments have Chromebook carts to provide additional access to students. Teachers can reserve time for students to use during class.</p> <p>Many teachers assign students to work collaboratively on a Google Doc, Slide or project. This may be anything for a collection of ideas to the analysis of an article. Technology allow students access to current verifiable information and allows for integration of dynamic aspects.</p>	<ul style="list-style-type: none"> <li>● Some teachers use Google Classroom, Blackboard, Moodle, Canvas or other online classroom management system</li> <li>● Many teachers Google Docs, Spreadsheets, Slides, Draw</li> <li>● Some teachers use Kahoot as a review</li> <li>● Some teachers use Quizlet</li> <li>● Many math teachers use Desmos and graphing calculators</li> </ul>



<p>Several teachers utilize Google Classroom or Blackboard to help students keep and organize their work. This also provides an opportunity for teachers and students to engage on an individual level. A few teachers ask students to develop portfolios (electronic or hard copy) to demonstrate their learning and use as a reflective tool in the classroom.</p> <p>Many math and science students will use graphing calculators, spreadsheets or graphing programs to analyze and manipulate data. This helps eliminate some of the route calculation time and allows students more opportunity for detailed analysis and interpretation of their data. This allows teachers to engage students in higher critical thinking and extrapolate more than checking basic mathematical computations.</p>	
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>At this point, many of our textbooks are between 10 and 15 years old. Our math texts do not align with current curriculum, our science texts are lacking current information, our language texts contain outdated cultural information. The social science department must provide information from the last decade to their courses as well as provide access to digital copies of primary sources. Because of the desire to provide students access to current and relevant materials almost all teachers provide access to materials and resources beyond the textbooks. The math department is currently writing and revising a district created instructional materials. The science department adds articles, websites, and content from supplemental texts to provide students with current information including ecological evidence, medical breakthroughs, molecular biology advances, climate data, Nobel Prize research. The science department is currently in the process of implementing NGSS science standards and adding supplemental resources to support new Earth Science content in Biology, Chemistry and Physics. The language department provides current event information about the cultures relevant to the courses, add articles, stories and materials from the cultures studied in the courses. The English department uses texts in addition to those provided by the district.</p>	<ul style="list-style-type: none"> <li>• District created math instructional materials</li> <li>• Supplemental materials in all departments including current events, digital primary sources, research findings, current data and updated materials.</li> </ul>

## Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real-world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>All teachers build relevant real-world examples into their curriculum. Some teachers use those examples as the starting point for a lesson or unit and others use those examples as an application of skills and knowledge from a prior lesson or unit. Either provide students with a connection between the content</p>	<ul style="list-style-type: none"> <li>• 60 students signed up for EWE/Internship</li> <li>• 47 students signed up for Teaching and Learning</li> <li>• Work Experience / Internship</li> <li>• TAPS program incorporates job exploration for</li> </ul>



<p>they learn in class and the world around them.</p> <p>Within classes you see many teachers working with students to develop their grit or perseverance, interpersonal skills and collaborative skills. Many of our teachers strive to incorporate opportunities to develop these skills in students.</p> <p>Many teachers bring guest speaker into their classrooms. Guest speakers may share experiences in a particular field, describe the path they took to get into the position they are in, and expose students to a range of possibilities. Several teachers build on the speaker by taking their students into the work world or field with field trips. During these field trips students may visit a research area, place of work or offer community support.</p> <p>Several teachers engage students with real world experiences in Internship / Work Experiences, Journalism, Surf &amp; Life Saving, and Speech &amp; Debate. All these classes require students to work in collaborative groups, manage budgets, prioritize tasks and balance expectations.</p> <p>Many students participate in voluntary extracurricular clubs such as ASL, O<sub>2</sub> for life, Amigos, and YLHC. All of these clubs allow students to engage with professionals, experiences various career fields and engage in community support.</p>	<p>all students to assist in transition after high school</p> <ul style="list-style-type: none"> <li>● Community Projects - Sociology field trips</li> <li>● Chemistry class partnered with local elementary to allow student opportunity to mentor younger students</li> <li>● Teaching and Learning class allows for hands-on experience at elementary schools for students interested in the prospect of teaching in the future</li> </ul>
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## ***ACS WASC Category C. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs***

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### **Summary (including comments about the critical learner needs)**

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In many classes across LCC, students are actively engaged in the curriculum through the planning of the teachers. Our campus received massive infrastructure upgrades to allow for more high-speed internet access. Most classrooms have been updated with new projectors and WiFi. This has supported some teachers embedding more multimedia into their instruction. All teachers have access to a site technology support teacher who is willing and able to work with teachers to improve their use of technology in the classroom.

Many teachers work in collaborative teams, both formal and informal, to develop instructional segments that best support students. All math and English teachers have attended several Professional Development Days to support the implementation of Common Core Standards. Math has several ToSAs to continue to support massive instructional shifts in Math.

Students in some or many classes are expected to address current issues and current events using the content of the courses. Students are challenged in all levels from fundamentals to advanced placement classes across the campus. Many teachers work with students well beyond the school day to offer additional support. In addition to working outside of the school day we also have modified our bell schedule to allow students to take seven classes and introduce a time targeted to re-teaching. The initial implementation is mixed, there is a range from individualized support to whole class instruction during this re-teaching time. We have identified this as an area of instructional need for next year. We also have MAV Math Hour, Wellness Days, Awareness Days and other activities to support the whole student.

### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

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- LCC has worked towards course consistency in all areas, not only in curriculum but also in instruction. Math and English have shifted to align to Common Core Standards, Science is shifting to align to NGSS Standards, Visual & Performing Arts, CTE, Languages and elective classes have worked to support Common Core Standards when appropriate. To fully implement the shift to new standards the instructional practices require students to engage with the curriculum and actively participate in their learning. The shifts towards the new standards and course consistency have improved the rigor of most courses.
- Most teachers have participated in a PLC cycle, with several regularly participating. Many teachers give common assessments and agree on the content of the courses, but the analysis of the assessment results and re-teaching is less common. Some PLCs intentionally shifted away from the PLC cycle to focus on instructional shifts. Within a PLC we are able to access the curriculum in a variety of ways. We are able to use review games such as Kahoot or more classic review games depending on the teacher' comfort and interest.
- As a site we have made significant gains in our use of technology. As we have completed an infrastructure update all classrooms have teacher computers, projectors and most have ample sound. This allows us to show video clips, run simulations, or show a student work via a document camera. We see an improvement in the use of technology.
- We also have seen a shift in our student support. In the past we had run a successful tutoring center after school, but the interest in that has dropped off, so we have had teachers offer more targeted support via MAV Math Hour and Wellness/Review days before finals and AP testing. We also have built in awareness days and are working to bring more into the classroom.

### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

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- LCC needs to continue to work on course consistency as well as vertical development consistency (having similar expectations across mostly grade-banded classes). Subject alike teams will focus on development and analysis of

common formative assessments aligned to Common Core or NGSS Standards. The formative assessments help subject area teams to make data driven decisions about their instruction. Reviewing the formative assessments data in teams will help support more course consistency, more students support and continue to improve the rigor in the courses. Subject areas need dedicated time to work together to develop, analyze and discuss assessments to direct instruction. Subject area teams also need time and support to use analysis tools such as Illuminate and Google Sheets.

- With the modification to the bell schedule we need to continue to work out the classes that work best during period 7. We also need support to determine best practices for the effective use ESP for all students. Currently we have many teachers who use ESP time well, but it does not provide the targeted intervention many teachers would like to provide. In addition to ESP we are also looking to provide more support for our struggling students (both academically and emotionally), we are exploring options during the school day and we need to solidify a model to engage students, provide support and develop their independence. This includes many aspects including pathway options to build connections with content to career interest, support classes for students to provide a structure for students, exploring class pairing and access to more technology.

## Chapter IV: Self-Study Findings

### Category D: Standards-based Student Learning: Assessment and Accountability

#### D1. Using Assessment to Analyze Monitoring and Report Student Progress

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

##### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The school's assessment process for collecting and disaggregating data is somewhat effective.</p> <p>Students complete a variety of assessments ranging from state testing, district testing, site/department testing, and teacher developed assessments. These include formative as well as summative assessments, and are administered throughout the school year.</p> <p>LCC is in a transitional period with regard to assessment tools. Some teachers still use tools that offer limited access to data, while others are using cutting edge assessment software. This often serves to limit the amount of comparative data analysis that can take place among teachers. LCC could benefit from the adoption of and long-term commitment to a single data analysis tool, along with training on use of that tool for more in-depth data disaggregation for various sub-groups.</p> <p>The amount of and effectiveness of comparative assessment analysis varies between departments. LCC has begun to emphasize the use of PLCs (Professional Learning Communities) to engage teachers with the assessment development and analysis process. PLC groups are meeting more regularly and are working toward developing more standardized common assessment practices (both formative and summative) to ensure the ability to effectively use data and implement adjustments to both instruction and future assessments with the goal of improving learning among students.</p>	<ul style="list-style-type: none"> <li>• Administration of CAASPP to 11th graders</li> <li>• English Department's district writing assessment uses a modified AP synthesis/performance task prompt scored using the SBAC rubric</li> <li>• CELDT and LAS administered for English proficiency for EL Students</li> <li>• Mastery/Formative assessments in biology; students must retake if they do not get a passing score. Must complete a mastery assignment if they do not pass the first time before they retake.</li> <li>• Common assessments for chapter exams in Science</li> <li>• State-mandated Physical Fitness Test for 9th graders; passing score required for credit in Athletic PE courses</li> <li>• Math common module assessments, quizzes, and homework quizzes (formative assessments for PLCs), reflection questions, exit tickets</li> <li>• Statistics and AP Statistics use summative unit projects</li> <li>• Business math and marketing have</li> </ul>

<p>With the transition in teaching standards and the transition from STAR testing to CAASPP testing, we have had to develop a new baseline for the tests in looking at the subsets of students which does not necessarily allow us to look at longitudinal trends.</p> <p>At La Costa Canyon High School, we are effective at using disaggregated data from state testing (CAASPP) to inform site decision making policies for course selection and site programs that are geared toward specific populations of students.</p> <p>Teachers are effective at providing feedback to students and parents regarding how they are meeting academic standards. Departments and individual teachers have a variety of methods for disseminating this information to their students and parents.</p>	<p>common finals and students can get college credit if they get an A/B in the final and the class</p> <ul style="list-style-type: none"> <li>• Social Science uses common assessments to measure understanding of content and help create course consistency</li> </ul>
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### Monitoring and Reporting Student Progress

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>La Costa Canyon High School is highly effective at informing and creating understanding among the appropriate stakeholders about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.</p> <p>Aeries software is used universally to record and communicate student grades in individual classes. Through Aeries, students and parents have access to this information through website as well as a smartphone app that allows instant access to up to the minute grade information.</p> <p>LCC communicates results for a variety of standardized assessments like the PLAN and PSAT to students and parents in preparation for college entrance exams.</p> <p>The principal makes regular reports to the Board of Trustees in order to keep board members and the community at large apprised of student progress at LCC. These reports include information and statistics regarding student progress and performance on standardized assessments.</p> <p>Some academic and all athletic programs require regular academic grade checks as part of their programs.</p> <p>As part of the “marketing” of LCC to the community, the school does a variety of outreach activities that include information on student progress and performance on AP and state testing scores.</p>	<ul style="list-style-type: none"> <li>• Emails to parents as progress checks</li> <li>• D &amp; F notifications</li> <li>• Back to School night</li> <li>• Teacher websites</li> <li>• IEP meetings</li> <li>• Avid grade checks</li> <li>• ELAC Meetings</li> <li>• PSAT Scores are shared with all students along with score breakdown info</li> <li>• Use of AERIES to communicate with parents</li> <li>• Use of Google Classroom to communicate with parents</li> <li>• SBAC results communicated to parents via mail</li> <li>• School-wide results of SBAC and AP tests presented on website</li> <li>• IEP meeting communications, goal progress updates, IEPs sent to teachers, case carriers call home as needed</li> <li>• E-News: Sent to parents and community members</li> <li>• Conferences as requested by parents</li> <li>• Middle School visits</li> <li>• Counselors host information nights for prospective parents</li> <li>• Coffee with the principal</li> <li>• Naviance</li> </ul>

## Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>LCC has an excellent program to monitor student progress and has implemented new strategies to work as a community to address the needs of students who may need additional supports in meeting those standards.</p> <p>Teachers use a variety of tools to monitor student progress in all classes. The most widely used tool is Aeries, which is used universally to record and track academic progress.</p> <p>Staff analyzes growth in ELA and Math SBAC scores (and disaggregate data based on numerous subgroups) in order to help determine program successes and needs.</p> <p>A variety of formative assessments are in place to assess integrative ability, communicative skills, and mastery of new grammar and vocabulary.</p> <p>A three-year evaluation cycle: (initial, triennial reviews) is in place to establish language and academic strengths and weaknesses. Goals written that align with state standards; progress on these goals updated quarterly and communicated to family via mail or email.</p> <p>For students' transition, an online interest inventory in Naviance gives a report of potential career avenues based on the student's indicated areas of interest.</p> <p>Common assessments as well as ability to perform tasks with an increased level of accuracy and amount of communication at each level indicate student achievement.</p> <p>D/F list generated by the counseling secretary and distributed to counselors at each reporting period (5.5 weeks). Counselors follow up with students with D/F/I grades</p> <p>Student study team (SST) meetings are held with parent/student/admin/counselor/teacher/s to assess student progress.</p> <p>Teachers contribute to a Google form to inform counselors and administration about students for whom teachers have concern, and who may have events going on in their life that may require intervention.</p>	<ul style="list-style-type: none"> <li>• Annual CAASPP results data</li> <li>• Findings from reports, grading systems, D/F notifications, articulations</li> <li>• Students meet goals on standardized tests as well as quarterly progress noted by evaluating SPED team indicates progress</li> <li>• Formative assessments middle of unit/modules to test understanding of standards/objective</li> <li>• Formative assessments such as homework, classwork activities, and warm-ups indicate progress in target grammar and vocabulary</li> <li>• D/F list</li> <li>• Counseling Notes</li> <li>• Quarterly and semester IEP goal progress</li> <li>• Biannual transcript/graduation status audits</li> <li>• SST meeting log</li> <li>• Intervention screen in Aeries</li> <li>• Aeries Analytics</li> <li>• Formative Assessments PLC Cycle</li> <li>• Summative Module Assessment</li> <li>• Summative Course Assessment</li> <li>• Data gathered in Aeries for students who meet CSU/UC eligibility</li> </ul>

## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Teachers use a wide variety of formative assessments throughout units to check for understanding, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Meaningful independent practice to guide student progress.</li> <li>• Notebook and homework checks, monitoring computer work, think-pair-share, labs/hand on applications monitoring group work. Observations at elementary school classrooms, internship progress checks.</li> <li>• End of unit tests, mid-unit quizzes, game-based learning, robots performing tasks/challenges that demonstrate effective application of coding and programming.</li> <li>• End of unit assessments for summative</li> </ul> <p>Re-teaching occurs whenever necessary; teachers use collaboration time and departmental meeting time to share ways to better teach or re-teach materials. ESP time is used to reinforce difficult skills or practice in communicative or fun ways (may be conversational speaking or games to reinforce skills).</p> <p>Warm-ups and classwork are used to assess understanding prior to formal assessments. Homework correction in class allows both students and teachers to assess progress and understanding.</p>	<ul style="list-style-type: none"> <li>• Multiple formative opportunities: rubrics, tests, quizzes, projects, debates, essays, project based inquiries</li> <li>• World history: group readings, AP released exams, AP released essays- DBQ, FRQ peer review, office hours, numbered exams, multiple exam forms</li> <li>• Reading quizzes, discussions, projects for formative assessments</li> <li>• Exit ticket</li> <li>• Homework checks</li> <li>• Re-teaching based off of the Tickets and Checks during ESP</li> <li>• Fundamentals English and math use modified formative and summative assessments based on the state standards.</li> </ul>

### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Colleagues collaborate to compare the results of assessments, comparing scores of students and class scores to determine demonstrated understanding.</p> <p>Communication between teachers and staff ensures individual student success and progress (especially IEP/504 students).</p> <p>Teachers adjust the curriculum to meet the needs of current students.</p> <p>The constant change of students' needs is reflected in the constant change of the way material is introduced, an example being "digital homegrown curriculum," and truly "organic."</p> <p>Teachers adjust course sequences as the need arises based on student success.</p>	<ul style="list-style-type: none"> <li>• Comparison of results among PLC (Professional Learning Community) groups</li> <li>• Department meetings include discussion and collaboration time used to talk about formative and summative assessments</li> <li>• District Wide department meetings are a forum to discuss best practices and share assessment results.</li> <li>• Staff has attended AP trainings and Illuminate trainings</li> <li>• Added math restart class second semester 2015-2016</li> <li>• Added Int. Math ½ Essentials course for 2016-2017 school year</li> </ul>



<p>Integrated Math 1 Fundamentals is using both formative and summative assessments to gauge student learning.</p> <p>Colleagues share formative assessments and activities that support them, such as cloze activities or projects that require target grammar and language to be used in context. Results of common assessments are also shared. Mid-year and final semester exams are discussed and edited with input based on each section's results. In addition, professional development time contributes to the development of assessments, which influences practice.</p>	
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## Student Feedback

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>LCC has employed several strategies to gain student feedback regarding their educational experience.</p> <p>WASC Student Survey results reveal that over 80% of students agree that LCC maintains high academic expectations for students. The same survey reveals a need for teachers to more clearly explain educational goals for classwork and homework.</p> <p>Yearly College Night: District college night is available to all schools and students at no charge. Students/parents meet and interact with college representatives and learn about college/university options, and schools receive feedback from parents and students as to needs for supports in gaining info on college application process.</p> <p>Informal discussions with students about their progress in class and what factors might get in the way of academic success. Extended Study Period time is often used to provide a forum for teacher/student/small group interaction.</p> <p>Teachers constantly check for understanding via informal formative assessments to allow students to privately express individual areas of need.</p> <p>In many classes, students create reflective projects or write reflective essays based on setting and achievement of goals. These activities provide valuable feedback to staff.</p>	<ul style="list-style-type: none"> <li>• WASC Student Survey</li> <li>• Healthy Kids Survey</li> <li>• MavVoices group meets monthly at lunch to provide a student voice and feedback to teachers and administration</li> <li>• Teachers distribute feedback surveys or self-evaluation sheets to students to assess interest and perceived success in specific academic aspects of the course</li> <li>• Students' Portfolios</li> <li>• Scaffolded debates/discussions</li> <li>• Socratic Seminar</li> <li>• End of Unit reflections</li> <li>• Verbal dialogue asking students for what tools they need to achieve higher test scores</li> <li>• Friday Check-ins</li> <li>• Class discussions</li> <li>• Direct student-teacher dialogue</li> <li>• FRQs based on state standards</li> <li>• Immediate individual student-teacher discussion following an exam using real-time, Illuminate data for differentiated instruction</li> <li>• Occasional whole-group discussion of how our coursework helps or hinders their understanding of their observations and interactive experiences in the elementary schools both with children and professionals</li> <li>• End of course surveys are used in many classes</li> </ul>

## D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

### Schoolwide Assessment and Monitoring Process

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>Stakeholders at LCC and in the community are involved in various ways in guiding assessment practices at our school.</p> <p>At the district level, both board and district-level administration provide guidance in the form of policies that help dictate basic expectations and support adherence to education code. Professional development opportunities are provided for every department at LCC (usually twice per school year) that often focus on guiding assessment practices. The district also supports technology related to assessment.</p> <p>Staff is involved in not only the creation of assessment, but in the analysis of data to help transform assessment from year to year. Also, staff participate in Professional Development to improve and discuss assessment practices.</p> <p>LCC has multiple tools in place to communicate assessment information and progress to stakeholders, including: Aeries, D/F Progress Reports, E-newsletters, LCC App, LCC Website, IEP meetings for parents.</p> <p>Internships are used to develop communications with local business community.</p> <p>CTE classes hold annual advisory meetings to align courses with up-to-date business practices.</p> <p>Articulation agreement with Mira Costa involves local colleges and NGSS standards.</p> <p>Parents, counselors, coaches and outside organizations collaborate to monitor and assess student progress. These contacts encourage student progress.</p>	<ul style="list-style-type: none"> <li>• Professional Development geared toward assessment</li> <li>• Illuminate software is used to create assessment and to provide data analysis.</li> <li>• Aeries Software allows for access of a variety of stakeholders for communication of progress. Parents/Students have access to Aeries portal are asked to monitor grades regularly.</li> <li>• Scores for AP Exams are shared and posted online as a school summary</li> <li>• Meetings with group 504 and IEP groups</li> </ul>

### Curriculum-Embedded Assessments

**D3.2. Indicator:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second*

language learners by modifying the teaching and learning process.

Findings	Supporting Evidence
<p>Over the last school year La Costa Canyon High School changed its schedule; the schedule change allows time for teachers to meet in PLCs every other week. Part of the work for course alike PLCs is to examine and analyze our course assessments and how effectively the material was taught and what content needs to be retaught and what changes need to be made to our curriculum.</p> <p>CELDT score data driving IEP decisions for levels of service including class choice, accommodations/modifications, access to speech/language services for those who are weak in both languages.</p> <p>Common Assessments with comparison for best practice</p> <p>Teachers help students with writing free response, document based, and long essay questions. Teachers follow AP standards as well as California's EL standards to provide students with educational developments in writing.</p> <p>The physical fitness test is our primary standardized assessment that is used in all of our freshmen level PE classes as well as with our ISPE students.</p>	<ul style="list-style-type: none"> <li>• Portfolio IEP and report examples</li> <li>• Assessments, Subject Level discussions and modifications</li> <li>• Physical Fitness Results</li> <li>• Student response to essay questions</li> <li>• Thesis development writing responses</li> </ul>

### Schoolwide Modifications Based on Assessment Results

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>La Costa Canyon High School is effective in using assessment results to alter course offerings, school programs, professional development, and resource allocations to support student achievement and their needs.</p> <p>At the site level, we use state tests and course results to monitor all students with a critical eye towards student subgroups to ensure that we are meeting the needs of all our students. Administration and department chairs share state testing results with all teacher at the beginning of each school year.</p> <p>State test results and school course results were prominent factors that was used to begin a Newcomer Academy for our English Language Learners and to create Math 1 Fundamentals for special education students, opening math courses at the semester and the creation of Math ½ Essentials for struggling math students. Through the Newcomer Academy, courses that focus on developing English acquisition for the English Language Learners have been opened up in Math, English, Science, Social Studies, and Computer Science.</p> <p>State test results have also informed district professional development. For the past three years, one of the focuses for district professional development has been on educating teaches on the new English Language Standards and providing effective English Language Development across the disciplines.</p>	<ul style="list-style-type: none"> <li>• AP: document-based question, long essay question, thesis development, and short answer alignment between US and World history</li> <li>• District sponsored Professional Development informs instructional practice and coordinates district goals</li> <li>• ESP time and biweekly collaboration recently instituted based on student and parent feedback requesting time for re-teaching, enrichment for students during school hours</li> <li>• Collaboration time informs best practices</li> <li>• Site Course Offerings</li> <li>• District Professional Development Agenda</li> </ul>

<p>Through state and schools course results, resources have been allocated to allow for the above Newcomer Academy and math courses as well as Read 180 in the English department.</p> <p>Within the special education department resources have been allocated for NCCSE training opportunities for Special Education staff in various areas of student needs. Teachers within the social sciences have been allocated paid time to meet and develop writing systems that will be implemented across social science disciplines. Sheltered US and World history are now offered for students who need the support and there has been an increase in AP classes offered within the social sciences. Within the science department Earth Space (Physical Science credit) and Life Science (Life Science credit) for non-college prep students. Not sure if this will continue with NGSS.</p>	
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**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>La Costa Canyon has many methods that are used to evaluate the programs and courses offered as well as evaluating policies on homework and grading. At this point each department has its own way of evaluating the effectiveness of courses that are offered.</p> <p>Each department on site meets and discusses what courses they would like to offer the following school year. These department discussions focus on student course needs, student interests of past and possible future courses, as well as teacher passions to create elective courses. Once a department has made a decision as to which courses they would like to offer, the department chair works with counselors and administrators to ensure the course is UC approved, if necessary, and with their department members to ensure the course has a well thought out and developed curriculum.</p> <p>At the beginning of each school year during some of our initial department and site meetings teachers discuss and reevaluate their homework and grading policies for the upcoming school year. Throughout the year, teachers meet during common planning time with course alike groups to discuss curriculum, the implementation of the curriculum, and the creation or editing of assessments and products. Departments also evaluate curriculum through their PLC groups.</p> <p>Since the district has transitioned to new state standards in both English and Mathematics, teachers receive release days to work with like departments across the district to receive professional development, share best practices and resources, as well as to continually reevaluate and edit our curriculum based off of teacher feedback. The new math curriculum is district created but based on the Mathematics Vision Project from Utah, the district has partially released teachers to edit the new curriculum based off of teacher feedback. The released teachers meet multiple times a year with teachers from each course to receive feedback and edit the curriculum for the following year.</p> <p>Science and Social Studies are beginning the process of transitioning to new standards, so receive district release days to learn the new</p>	<ul style="list-style-type: none"> <li>• Review of credits/graduation status as part of the ITP and Present Levels pages of the IEP.</li> <li>• Use data from overall number of meetings for this data.</li> <li>• Edgenuity Health Course</li> <li>• Teacher syllabi</li> <li>• Classroom calendars</li> <li>• Common assessments</li> </ul>

<p>standards, discuss possible course sequences and courses offered, and to evaluate possible future course curriculums.</p> <p>Teachers use the general education curriculum texts in Social Science Fundamentals and novels in English Fundamentals. LCC and the district is in the nascent stages of modifying assessments for Fundamentals classes.</p> <p>The school uses: articulation agreements, A-G designation, administrator evaluations, counselor feedback and enrollment, syllabus review, parent and student feedback, level of involvement with community stakeholders (e.g., parents, events, other schools in the district), efficient, responsible, and innovative use of resources</p> <p>The health component is a graduation requirement and we use the Edgenuity online classroom software to monitor the progress, completion, and success of fulfilling the required material</p> <p>Subject area syllabi are the same with regard to grading policies and curriculum.</p> <p>District is currently reviewing a three-year science requirement.</p>	
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**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>With regard to state testing, our school is highly effective in maintaining test security. We have an administrator and a teacher testing coordinator who is in charge of creating a plan for implementing the assessment. The plan that is created documents how test material is to be distributed, collected, and administered. The plan also includes what room each student reports to as well modifying the bell schedule to balance the needs of students who are testing, students who are not testing, and classroom time. All teachers proctoring the test receive training in proctoring either by watching tutorial videos or by attending a site based proctoring tutorial led by our testing coordinator.</p> <p>Since the transition into the CAASPP we have adjusted how proctors are assigned. We are now utilizing primarily English teachers to proctor the English portion of the CAASPP and Math teachers to proctor the Mathematics portion of the CAASPP. This has freed up teachers from other disciplines to lead enrichment activities for the non-testing students.</p> <p>For site specific, department specific, and course specific assessments, teachers employ a variety of testing security measures to ensure that test documents are secure as well as to maintain the integrity of assessments. Many teachers at LCC have students place all their belongings in the front of the classroom so it is not accessible during testing. Often teachers either collect students cell phones and electronics or have them place their cell phones in the front of the room. There are also a variety of teachers on campus who have students sign declarations of honesty on test day.</p> <p>In the math department students are not permitted to take their assessments home with them to ensure that assessments are secure from semester to semester and year to year. All assessments are</p>	<ul style="list-style-type: none"> <li>• CAASPP testing plan</li> <li>• Department Assessment Policies</li> <li>• Locked classrooms with alarm system</li> <li>• Software requirements for Aeries, Illuminate, etc.</li> </ul>

available for students and their family to view within the classroom. While adjustments of assessments are of course made yearly there has been a great deal of collaboration between LCC and other sites in the district regarding the creation of exams for our new mathematics courses.

In the social studies department students are not permitted to take their assessments home with them. All assessments are available for students and their family to view within the classroom. Social studies reviews assessments in class. For assessments given using the program illuminate students receive a slip of paper informing them of their score on the test which they can take home. Written assessments are given during class time and students will receive written comments, written assessments are sent home with students.

Within the English department students are required to submit all essays through TurnItIn.com to check for plagiarism. Summative assessments within the English department are reviewed in class and are not permitted to take their assessments home. All assessments are available for students and their family to view within the classroom.

Test data for assessment for eligibility is kept either in the password-protected SEIS system and/or under lock and key in SpEd personnel's locking cabinet files, password-protected computers, and/or password-protected email accounts. Aeries data for grades is also password protected.



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## ***ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs***

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### **Summary (including comments about the critical learner needs)**

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La Costa Canyon High School is somewhat effective in its process of collecting and analyzing assessment results. Significant growth has been made in this category over the last years as the school's schedule has changed. This has allowed teachers more time to collaborate and work in PLCs. However, as a site each department uses a variety of assessment tools some of which offer limited access to data while others are using cutting edge assessment software and as we move into next school year departments are excited to see what more can come from PLCs.

LCC is currently effective at using disaggregated data from state testing to inform site decision making policies. This disaggregated data has been used to begin new programs and support effective programs that support our critical learner needs such as the creation of the New Comers Academy to support the English Language Learners on campus.

LCC is highly effective at informing and creating understanding among the appropriate stakeholders about student achievement of the academic standards, the college-and-career readiness standards, and the schoolwide learner outcomes. Aeries software is used universally by teachers on campus to keep students and parents informed of student grades. To aid in communication with stakeholders the La Costa Canyon Community uses many different resources to effectively reach stakeholders: LCC website, teacher websites, Google Classroom, Remind, LCC all-calls, E-News, and reports to the Board of Trustees are just some of the methods of communication used at LCC.

There are many systems in place that are used to monitor student progress and implement new strategies to address the needs of students. In addition to teachers using the traditional systems in place to monitor student progress: Aeries, SBAC scores, formative assessments, IEPs, SSTs, 504s, and D/F lists, La Costa Canyon High School also is in the beginning phases of implementing a Google form to catch any student who teachers may be concerned about in regards to students' life events that may be concerning and emotional needs. This list then gets dispersed to administration and counseling so that students on the list can receive appropriate intervention for each of their special circumstances.

Over the last school year, LCC changed its schedule, this schedule change allows time for teachers to meet in PLCs every other week. This increase in PLC time allows teachers to more thoroughly analyze course assessments and course curriculum, use a variety of formative and summative assessment strategies to determine student achievement and to build a plan for how teachers may address misconceptions they find through activities incorporated into course ESP time. During ESP time teachers create opportunities for students to re teach or reinforce difficult skills.

Even before the change to the school schedule, the LCC community was effective in using assessment results to alter course offerings, school programs, professional development, and resource allocations that support student achievement and their needs. State test results and school course results were prominent facts that were used to begin a Newcomers Academy for our English Language Learners, to create Math 1 Fundamentals for special education students, opening math courses at the semester, the creation of Math  $\frac{2}{3}$  Essentials for struggling math students, the implementation of Read 180, and inform district and site professional development.

### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

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- terms of assessment, LCC is strong in many areas. At both the site and district levels, we have excellent support to implement a variety of assessment tools, and have several teachers who have developed a strong understanding of the use of these tools to not only implement a variety of assessment options, but to analyze results of those assessments as well. Departmentally, all departments have had ongoing conversations to develop Essential Learning Objectives which are used to drive both instruction and assessment.



- Most departments at LCC have developed a very strong understanding of formative and summative assessment practices, and have implemented strategies across all subject areas within those departments to use similar systems to assess student learning.
- Most LCC teachers have developed a commitment to the benefits of common assessment practices, and have implemented several of these into their assessment plan over the course of a school year. We have created a new bell schedule that includes much more time for collaboration, much of which will be devoted to developing and analyzing results of these assessments.
- LCC is also very strong at preparing students for standardized assessments such as the SAT, ACT, and AP Exams. We communicate the results of these types of exams to parents, teachers, and other stakeholders in the community, strengthening LCC's reputation as a school with strong academic programs.

## Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

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- A major area of growth for LCC in terms of assessment is its understanding of state mandated testing such as the CAASPP. While we have made significant strides as to how we actually administer the tests, making them more student-friendly and accessible, we lack a universal understanding of how these assessments are structured, and ultimately what students are required to know on these tests. While teachers in the main academic subject areas that are assessed on these exams have a deep understanding of what may be expected on these assessments, teachers in other subject areas do not necessarily have knowledge of instructional strategies to support learning in those areas.
- We also see areas of growth in articulating the new standards/frameworks in a variety of subject areas. While teachers are working hard to develop their own knowledge and understanding regarding these new standards, as a school we need to do a better job articulating these changes to students, parents, and other stakeholders in the community.
- While we have worked diligently to develop common formative and summative assessments with the goal of data analysis, the large variety of options for assessment tools sometimes means that teachers find it difficult to find comparable data, making the time that we spend less useful than it otherwise might be.
- In other areas, we find that we may be lacking in appropriate, cohesive diagnostic assessments to ensure appropriate academic opportunities for all students (both college-bound and non-college bound)
- While the change in the school schedule has brought many opportunities for analyzing school curriculum and assessments teachers are still adjusting to how to best use ESP time to promote student learning.

## Chapter IV: Self-Study Findings

### Category E: School Culture and Support for Student Personal and Academic Growth

#### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>La Costa Canyon High School provides a wide-ranging platform of media distribution. The school has recently launched a free “APP” wherein subscribers can get content that is streamed according to the user’s grade/interests and or level of involvement with the school. The school employs a website <a href="http://lc.sduhsd.net/">http://lc.sduhsd.net/</a>, which was dramatically upgraded and streamlined in 2014 and overhauled for the 2016-2017 school year to reflect the changes made to the school schedule. The reconfiguration of the website was done in 2014 with input from the community, students and staff. The previous version became too difficult to navigate. The website serves as a repository for information for prospective students and parents, current students and staff. On the welcome page news feeds, schedule feeds and upcoming events are readily available. Detailed and specific information is available throughout the website with forms, specific calendars and event information readily accessible.</p> <p>The school also employs a Remind text alert system for students and staff. For staff, this application is used for critical schedule reminders as well as safety/security issues- typically to quickly disseminate information regarding false fire alarms. Additionally, over 145 unique accounts are associated with the school. This system is used by teachers and administrators to send information electronically to students and or parents via text application. The school website is maintained and updated regularly to reflect current information. Additionally, the Maverick E News is distributed via email to all email accounts associated with AERIES. The principal edits this document with collaboration of parent volunteers and staff within the administration. The goal of this document is to advertise upcoming events, provide information about how parents can participate in school events, acknowledge successful students and school programs, and generally provides an ongoing information portal for parents and teachers alike. The Maverick E-News is maintained by a parent volunteer and is e-mailed to all</p>	<ul style="list-style-type: none"> <li>● Remind 101</li> <li>● LCCHS APP</li> <li>● Community Days--last year was the first time it was translated into Spanish--possible more Spanish only community days</li> <li>● AERIES</li> <li>● Tailgate/Carnival- football games</li> <li>● School Website</li> <li>● Math: Calculus Camp, Pi Day</li> <li>● MAVNATION</li> <li>● Social Media various accounts- clubs, sports, classes- Facebook, Twitter, Instagram, Remind</li> <li>● Business partners for fundraisers</li> <li>● Mav-gear</li> <li>● Newspapers- press releases</li> <li>● Historical events?</li> <li>● Heflin brings in Holocaust survivors</li> <li>● Chemistry classes in partnership with USD and Ilumina</li> <li>● Mock interviewers speak several languages--can help them in different languages</li> <li>● ELAC meetings on campus</li> <li>● Emails to all parents including home language</li> <li>● Back to school night</li> </ul>

subscribers of the AERIES grading system on a weekly basis.

Occasionally, the principal uses an "all call" system. This system leaves recorded messages on the voicemail of all associated phone numbers within the school. Such messages include, but are not limited to: announcements related to collaboration schedules, special testing days such PSAT, PLAN, and state mandated standardized tests. At this time, the online calendar, the "Maverick E-News" and the "all call" messages are primarily delivered in English. Infrequently the information is available in Spanish. The website is available to be computer translated using a tab.

Additional means of disseminating information to students comes from MavNation, the school's broadcast multi-media platform that is shown in school every other Monday during a dedicated time of 10:53 to 11:13 in the period for viewing the program. Teachers have the flexibility of showing the program earlier in the period should they choose. The show is posted on YouTube and can be linked via other methods to either websites, social media feeds or Remind text messages. Various students have indicated that there are teachers who are not showing the program in class. The MavNation newspaper is distributed at regular intervals and via online platforms. MavNation is also noteworthy in that various sports are broadcast in real time and online for students to listen to internet streams. The online streaming broadcast of sports is entirely student run. The school principal meets with parents/stakeholders at monthly intervals via the breakfast with principal. The attendance at these meetings varies from 30 to 50 depending on the topic. The feedback derived at these meetings helps the principal reinforce a more proactive approach to decision making. The school uses various social media platforms to engage the community and students. These range from official Facebook with 2,500 subscribers, Twitter and Instagram accounts with over 1,500 subscribers to various student run accounts for activities, groups, and clubs to non-traditional "underground" publications online such as "Humans of LCC, a very popular Instagram feed. The official ASB Instagram feed is popular among the student population with 795 followers as it serves an additional means of obtaining information about school events and activities.

The School Site Council is composed of two assistant principals (Conn and Medina) as well as five parents, three teachers, three students and the school psychologist. The team meets regularly about every two months and goes over a variety of topics which have occurred by grade level, district level with parent liaisons. This team provides an additional perspective of analysis for the school as the information is two-way, allowing the parents, students and staff the ability to communicate about the school in a more formal setting. The SSC council disseminates information from district meetings as well as discusses perspectives of students and parents. Parent comments from this group showed that while the purpose of the committee is informative, the actual purpose needs better articulation. With any significant monetary decision capability changed over the past few years, a more defined role was sought within this group.

The school also hosts numerous community events designed to bring in families from all backgrounds to the LCC campus. For example, during the first month of school, LCC hosts Back to School Night (BTSN) in which teachers from all departments provide brief presentations to the parents of students from all of the classes. The presentation kicks off with an assembly that includes presentations from the Principal, the Parent Foundation, and various student organizations. Every teacher on campus participates in BTSN, and it routinely receives praise from parent attendees. The attendance at this event typically averages just over half of the student population.

- Choice night
- Assemblies
- Athletics, arts, academic days
- IEPs-Parent Conferences
- Challenge League Teams
- Sports events
- Tutoring
- Foundation- connection to business
- Newsletter
- Internships- link to business
- Dance team-has family and member socials each month
- Freshman welcome night before school starts
- Dance recital
- Dance performances

In January, the school puts on Info Night, which promotes the school to incoming ninth grade students from our district middle schools and surrounding community. The event doubles as a celebration of all that LCC has to offer, providing an opportunity for school programs to invite parents and students to preview the depth of programs and activities on campus. The school ensures that bilingual staff members are present at this event for parents who speak Spanish.

LCC actively makes the best use of parents who offer to participate at the school, though LCC is seeking ways to encourage more parent involvement. The LCC Foundation, a fundraising organization that supports athletics, academics, and the arts, is assisted by parent volunteers. According to Foundation sign-up records, the total parent volunteers for sign-ups, over the past two years, is 693. However, many of the same people volunteer for multiple events. The 2016 Student Survey (n=1,024) contained the prompt "My parent/guardian(s) are involved with LCC activities such as Back-to-School Night, Parent Foundation, attending school activities, etc.," where the results showed a more specific distribution of responses with nearly 30 percent indicating a 5 out of 5, there was an almost distribution in the lower scores of the scale with 2 being the outlier with only 12%.

The Foundation organizes and implements a mini-grant program which provides teachers with money to supplement the materials that they need in the classroom as well as fund special academic supplies such as science materials and field trips. In addition to the Foundation, the Grad Nite *[sic]* committee, which organizes the extremely popular safe and safer graduation celebration, is also entirely parent run.

For parents of students who are learning English, the school participates in the district-wide English Language Advisory Committee (ELAC), which holds quarterly meetings, conducted in Spanish and English, that provide parents with information on school policies, events, college preparation strategies, and students' mental and physical health needs. Recent meetings have including information about "Positive Communication" and "The Four Year Plan." The district has also invited the counseling department at Mira Costa to speak with ELAC their experiences with their respective schools, delivering that information to English Learner Lead Teachers at each school site. The principal or another administrator regularly attends ELAC meetings as one way of reaching out to parents of our English learners. Representatives from the County Health Department recently discussed immunization and promoting healthy lifestyles to the EL support classes.

**Communication Regarding Student Needs:** Home-to-school communication regarding individual student's progress occurs regularly and through the school's online grading system (Aeries). The school issues an Aeries account during the "School Business" Days in August, additionally Aeries is used as the means to register for classes. This system is the most efficient way to obtain accurate and updated information about students' grades, attendance, testing and health concerns. All students and nearly all of parents have active Aeries accounts, and all teachers use Aeries to upload progress reports as well as semester grades. While some schools in other districts provide teachers and parents with access to students' discipline files through Aeries, currently the district does not allow this feature to be visible to parents, though it is visible to counselors, special education teachers, teachers and certain program head and teachers (AVID and ELD, for example). For students identified as non-English speaking at home the progress reports as well as report cards are available to be printed and mailed to

the home. The Aeries portal allows direct hyperlinks to each teacher's website.

In addition to Aeries, every department has a link on the LCC website, and nearly of teachers maintain their own web pages that keep parents and students informed about class expectations, and due dates for homework assignments, upcoming exams and projects. Those teachers who have web pages also post links to documents required for their classes, as well as links to Internet research sites. The school's teachers also disseminate information via Google Classroom as well as Blackboard platforms.

The principal, administrators, counselors, and faculty members meet periodically with parents to discuss specific problems and issues that arise with students. The school has a pre-"SST" a Student Study Team system whereby any teacher or administrator can initiate a team meeting that consists of classroom teachers, a counselor, a school psychologist, the student and his or her parents or guardians. The SST process may evolve into a comprehensive SST which might lead to testing for special education services, a 504 accommodation, or a specialized action plan geared toward helping that student achieve academic success. In addition to the formal SST process, counselors and individual teachers regularly communicate with parents and students about students' academic progress. Communication mostly occurs via e-mail, Aeries and through phone calls and one-on-one meetings. When progress reports come out, counselors meet with each student who receives at least one "D" or "F," working with students to create a personalized plan for catching up. For parents who speak Spanish, the school employs several bilingual staff members, including two counselors, and an attendance clerk.

The academic departments at LCC offer parents a wide range of opportunities to be involved in the educational processes of their child. Nearly all teachers maintain websites that include information regarding homework assignments, syllabi, and practice internet sites. Teachers school-wide are committed not just to helping students complete high school, but also to helping them develop the study habits necessary to manage the rigors of a college career. Science, social science and world language courses provide students with unit calendars regarding long-term events, projects, and exam dates so that both students and parents are informed well in advance about what work is due when. Many teachers also provide an imbedded semester calendar of assignments online to keep parents and students informed. The majority of teachers use the Remind text application to disseminate information for coursework to parent and or student subscriber. This information in many cases is also replicated through applications which immediately updates the websites.

Some ideas that teachers brainstormed to improve LCC:

- Work on expanding language inventory--information, classes, etc.
- Have students become more immersed in different cultures than we have on campus
- Have students learning a language attend the ELAC meetings and help translate
- Have more "host" families to expose students to other cultures
- Create Pen Pals

## Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation*

of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
<p>La Costa Canyon High School utilizes a variety of support services and relationships to extend learning for all students.</p> <p>Relationships extending to professional services lean toward college-educated careers. Presently, LCCHS has an informal network of former students in varying professional careers that occasionally provide guest speaking roles. Within the past year, the foundation has set up a database of former students with the intention of fostering relationships with alumni to continue their association with LCC. This registration information is available at: <a href="http://lcchsfoundation.org/alumni-association-information-form/">http://lcchsfoundation.org/alumni-association-information-form/</a></p> <p>Additionally, parents and other professionals within the community are brought in to provide additional learning opportunities for students. Guest speakers are used in varying disciplines ranging from English, World Language, Dance and Theatre. In these capacities, the guests often provide support that relates to learning outcomes. Students are involved in a varying degree of professional training ranging from TAPS classes, internships, work experience and providing tutoring services for special needs students.</p> <p><b>School/Community Connections inside &amp; Outside the Classroom:</b> From time to time, students are connected with community resources that support their physical, emotional, and social well-being or their academic achievement. In a student survey conducted in the fall of 2016 of 649 students just over half of the respondents indicated that at least ½ to ⅔ of their teachers attempted to relate course topics to “real world” applications.</p> <p>The counseling office maintains a list of community resources for mental, physical, and emotional health services, routinely distributing that information to parents and students as needed. For example, The READI program, which is organized and run through the San Dieguito Union High School District, offers a three- day curriculum designed to help students who have been involved in alcohol or drug abuse at school to make better life choices. The community program, San Dieguito Alliance for Drug Free Youth, is very active in maintaining a relationship with LCC by running regular meetings to inform staff, parents, and students about choices students can make to maintain a drug-free lifestyle. Once per year this group sponsors a speaker series that is extremely popular with the community in the gym. This event is typically held in the spring before prom and is attended by a majority of the student population. For the 2016-2017 academic year, the school will be holding a series of events over several days to participate in the “Every 15 Minutes” anti-impaired driving campaign. The entire school will participate in the process during two special assembly days.</p> <p>The AVID (Advancement Via Individual Determination) provides students with many opportunities in the community to learn about making the transition from high school to college. AVID provides field trips to local universities, both public and private, such as UCSD, SDSU, and universities throughout the state so that students in all grade levels (9-12) are exposed to university life, as well as the academic rigor that colleges require of their incoming freshmen. AVID students also have access to university representatives who visit LCC to discuss university expectations and provide advice on applying to college.</p> <p>LCC has many programs that are school-to-work or school-to-college oriented, partnering with some local agencies and businesses to provide real-world opportunities for student learning through such opportunities as</p>	<ul style="list-style-type: none"> <li>● Guest Speakers invited to classrooms (e.g., senior seminar, robotics, computer science)</li> <li>● Internships</li> <li>● Class projects that relate to real-world applications</li> <li>● AVID speakers</li> <li>● Teachers employ technology such as Skype to include guest speakers in the classroom</li> <li>● Dance- professional dancers provide master classes, choreography and collaboration; share expertise</li> <li>● Dance works with alumni to help with technique/ choreography, design and tech support</li> <li>● Athletic sponsorships</li> <li>● TAPS- participating working with local companies</li> <li>● Math classes provide tutoring in elementary/middle schools after AP testing</li> <li>● Work experience</li> <li>● Study Buddies</li> <li>● Shaping Class</li> <li>● Recycling Program</li> </ul>

student internships, mentoring, tutoring, job shadowing and project-based learning. For example, the engineering teacher brings in local engineers to work with students on student-generated projects.

Students also work in a variety of internships through the internship program. These positions vary from professional services, to restaurants, medical offices and hospitals where the students work an average of five hours per week. They are accountable to explain what they have learned through this internship. Various students have explained that the program was essential in either helping them validate that their career choice was well suited or that the information they learned from the internship gave them a different perspective of the prospective field.

LCC also provides a College and Career Center, which provides students access to updated university resources from institutions across the country. The center also provides information to help students with career exploration. The counseling department coordinates speakers from many public and private universities throughout the year; students may attend the college presentations that interest them the most.

Students also are provided with the opportunity to register for and take the Armed Services Aptitude Battery (ASVAB) on campus during the school year.

Teachers across curricular areas find numerous ways to bring the outside world into the classroom and to get students out of the classroom to experience content in the "real world."

In a self-study survey of 55 teachers conducted in March of 2017, 57% of teachers indicated that they have guest speakers come to class. In the same survey 62% indicated that they do not take students on field trips while nearly 38% indicated that they do take students on field trips.

For instance, teachers in the World Language Department support the students by including in the curriculum cultural experiences in the target language that are found in the community. They include visits to museums, exhibitions, presentations, etc. Students in AP Environmental Science, AP Biology and AP Chemistry classes hear from guest speakers, while also participating in field trips to labs as well as local biotech companies. Students in Earth and Space classes maintain several campus gardens and assist with the campus recycling and composting programs. The architecture club within the Career and Technical Education department routinely has members of the community assist in evaluation of projects and speak to students regarding potential careers. The Social Science department also brings many speakers to LCC. Senior seminar courses focus on the professional world the second semester with a multitude of guest speakers who present information on various fields.

Twelfth-grade American Government classes participate in a law enforcement personnel presentation. LCC graduates who are currently enrolled in college also come back to speak to current students in the AVID program about what college is really like. The AVID tutors also provide valuable insights into college expectations, providing that essential link to college that helps motivate students to excel.

**Community Service Inside & Outside the Classroom:** LCC actively encourages students to participate in community service outside the classroom. For example, several clubs on campus require community service as a requirement of membership. Students who have advanced skills in various



<p>curricular areas may become peer tutors at the LCC Tutoring Center. Numerous campus clubs, such as NHS and others, also require students to complete community service hours. LCC students who participate in Best Buddies work with students from the special education program to promote social inclusion of students. The Study Buddies program and LCC Child Development classes provide LCC students with the opportunity to work with elementary schools as tutors and mentors to elementary students.</p> <p>Community service opportunities abound within the classroom as well; in some cases, this participation is a requirement of the curriculum of a particular class. For example, AP Environmental Science and Chemistry classes include opportunities for students to earn community service hours by teaching lessons to elementary school students. AVID Students are required to participate in a minimum of twenty hours of community service each semester. Many AVID students choose to participate in the Holiday Gift Basket program that is run by the Encinitas Community Center. AP Art students have completed projects related to campus beautification, including creating art work for the administration building, the meadow, and the LCC tile mural. One of the goals of the art department has been to help students create a sense of community by encouraging students to contribute to the campus.</p> <p>The 2016 Student Survey (n=1,204) the prompt “LCC offers opportunities to be involved with community projects and/or community volunteer activities,” demonstrated that only 32 percent of students scored this prompt the highest score. This should be of concern to the staff and taken into consideration for use in ESP time, Collaboration sessions and curriculum development.</p>	
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>The campus at La Costa Canyon High School is beautiful and creates an environment conducive to learning. Built in 1996 on a plot of 88 acres, it is meticulously maintained by a dedicated custodial and maintenance staff. The front of the school has a welcoming electronic sign that displays upcoming school events. The administration office displays artwork and photographs of the students, as do many classrooms. The teachers at LCC often utilize the sprawling campus in their teaching practices. It is very common to see students reading under a tree, practicing performances on the grass, or working in groups on one of the many outdoor tables. In the driveway, one can see the three overarching themes of LCC: Academics, Arts and Athletics displayed on the security fence.</p>	<ul style="list-style-type: none"> <li>● Recycle bins</li> <li>● Vacuums in classes</li> <li>● AVID program</li> <li>● Community Day</li> <li>● ELD Newcomers program</li> <li>● Leadership class</li> <li>● MAV Voices</li> <li>● Safety Drills</li> <li>● The word “Respect” is emphasized in teachers’ syllabi</li> <li>● Teachers make it a point to talk to</li> </ul>

In the 2016 Student Survey (n=1,024) 50% of the respondents selected a (5) out of (5) to the prompt "I feel safe, secure and care for at LCC while 28.2% indicated a (4) out of (5). In the same survey, 41% indicated a (5) that La Costa Canyon is a clean and orderly environment. While nearly 39% selected a (4) to the same prompt.

In the prompt, "I have had a positive learning experience thus far at LCC," 39% indicated the highest score possible, while 40% indicated the second highest score possible. As for the prompt, "LCC staff care about my education," 45% indicated the highest score while 35% indicated the second highest score.

In the fall 2016 student survey (n=1,024) illustrated that 43 percent of students strongly agree that teachers, counselors and administrators are available for me when I need help" Of note, the next response a 4 out of 5 was received by 32% of respondents.

Science teacher June Honsberger and her earth science students have planted over 100 trees during the last five years. The trees have created shaded areas for outdoor classroom and laboratory areas.

During 2015, the outdoor space adjacent to the Functional Life Skills classroom was cleaned-up with the removal of shrubs, junk, and unusable items that made the space unsafe for students to access. With the assistance of the principal Marcus and district personnel the space was completely cleared of all items. This year the process of establishing a garden and functional leisure space with shade has started. Mr. Fillmore was able to successfully complete a donorschoose.org project which funded the addition of wheelchair accessible lunch table and triangle shades. This was completed through the outreach of parent groups and friends of the program. Additionally, the Functional Life Skills has teamed up with HealthyPlanetUS, a non-profit company, to create 3 raised garden beds and restructure of the outdoor space. Mr. Fillmore has also reached out community resources that include Home Depot, Lowes, Carlsbad Garden Club, a local dermatologist, Jamba Juice, and other grant opportunities.

In addition, La Costa Canyon High School has made some improvements by renovating the Learning Commons, creating the "Calf", resurfacing of the track and turf in the stadium, new computer labs with almost 400 Chromebooks for student use. In 2013, the classrooms were also given new smart boards with a short-throw projector. LCC has also created "MavNation Studio" for the production of our biweekly "MavNation" broadcast. This news broadcast is sent out via hyperlink for the entire student body to enjoy. These improvements assist in reaching students of varying learning styles and ability levels.

La Costa Canyon High School implements many policies to ensure a safe, clean, and orderly environment that nurtures learning. Teachers ensure that their classroom is free of debris and emphasize that students need to leave the space better than how they found it. Many teachers have their own vacuum in the class, tissues, and the expectation that food will be eaten outside of the classroom. LCC fosters a respectful learning environment for the students. In teachers' syllabi, the word respect is found throughout. Respect is a key component in fostering a successful learning environment. Teachers, administration, and classified staff promote respect throughout the campus. Respect is all encompassing at LCC. Bullying, drug and alcohol abuse, and the use of derogatory or hateful language is not acceptable on our campus. In this new technological age, Internet safety is imperative. The school's WiFi blocks sites that are not conducive to student learning. Students are also advised that if they "see something" they need to "say something". This is one effective method for combating bullying. In addition to

every student in their class every day

- Donated Kleenex
- No food in class
- Talk to students about behavior and how a "champion" should behave
- READI program
- Gay/Straight Alliance
- Modeling appropriate behavior in the classroom
- Fostering student learning through English Senior Project
- "Kindness Prevails"
- Provide students with all needed materials
- Workability--Job skills on campus--Clean Calf
- Community Outreach for FLS students--community outreach
- Comment boxes in some teacher classrooms
- Digital Citizenship training in Photo Imaging
- Rotating student jobs / service hours in Visual Art and Photo classes to teach students to take ownership of classroom cleanliness
- Empathy circles and restorative practices help build connections in the classroom, which improves students' feelings of safety, respect, and compassion for each other

bullying, teachers are encouraged to add interventions used in the classroom for a particular student or students in their AERIES account. This a district wide method for monitoring student behavior and necessary needs. La Costa Canyon also keeps its students safe by conducting disaster preparedness drills. These are school wide drills that train the students in staff what to do and how to act during the event of an emergency.

**Campus and Classroom Safety:** La Costa Canyon High School has many systems in place in order to make it a safe, clean, and orderly school that nurtures learning. For example, LCC has an active Safety Committee, which consists of an administrator, teachers, classified personnel, and a student. It meets once a month to discuss concerns, policies, and recommendations. The administrator serves as a liaison with the district safety committee. Teachers can submit safety concerns to administrators, the head custodian, or Safety Committee members throughout the year. The Safety Committee also reviews and revises the School Safety Plan periodically. In addition, La Costa Canyon has added two more classified employees to help with the security of the campus. This addition has led to fewer number of students going off campus and fewer students wandering around campus during class time. LCC routinely practices lock-down, evacuation, fire, earthquake and other emergency procedures, in conjunction with local emergency agencies such as the Carlsbad Fire and Police Departments and the Sheriff's Office. In an ongoing partnership with the Carlsbad Police department, LCC has a School Resource Officer assigned to the school, who works with administrators and teachers to provide intervention for students who need it. Additionally, the READI program, a district wide drug intervention course for first time students who have drug and or alcohol infractions takes place on campus with two dedicated rehabilitation experts. These students continue with follow-up throughout the year through counseling as well as group counseling sessions. The Carlsbad Police Department works with LCCHS READI students in an ongoing relationship with a case manager while students complete this diversion program.

In addition, near the beginning of the year, students are given an agenda which outlines the school policies. Administration also visits classrooms to review these policies with the students. This free agenda book includes: school calendars, important dates, safety rules and guidelines, a copy of the dress code, and more.

Educators on campus show care and concern for students in numerous ways. One simple way the educators do this is by simply being available. At least 90% of teachers are available before school, at lunch, or after school for additional help. LCC has also adopted a seven-period bell schedule with built in "ESP," Extended Study Period, time. Teachers often use this protected time to work one on one with students or in small groups.

The math department began in the middle of first semester the "Mav Math Hour" which is supported by the teachers of the math department. Every Tuesday, Wednesday, and Thursday one to two teachers in the math department place signs on their door for any and all LCCHS students to get help with math homework, review, and tutoring from 2:45-3:45. The Mav Math Hour has continued second semester.

The science department has semester review sessions for all classes. There are multiple after school review sessions for each subject offered to all science students. Counselors run between two and five support groups per semester for students with specialized needs such as grief and loss, study skills, and substance abuse. One of the READI (district-wide drug intervention) program coordinators runs a biweekly support group for teens who have been through the

<p>READI curriculum; between 15 and 20 students every six weeks are served by these groups.</p> <p>Despite all of the safety resources on our campus, some students remain concerned about their safety. For example, some Latino students have expressed concern regarding bullying on campus. There have been reports of students saying discriminatory and derogatory comments to some of the Latino students. The administration has been collected Witness Declarations and have been handling each case delicately. Finally, results from the 'Healthy Kids' survey indicate that some students often struggle finding a place on campus. Such concerns have contributed to the goals set forth in this section.</p>	
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## High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>La Costa Canyon High School promotes an atmosphere where caring, concern, and high expectations of students is imperative. Teachers foster a learning environment where the word “respect” is used in every classroom. Teachers, administration, and classified staff all work together in order to encourage students to respect their peers. ASB promotes student connectedness in a variety of ways. ASB sends out birthday cards to the entire student body during their birthday month, Valentine’s Day hearts for each student in the school, and new student ice cream social. The ASB and affiliated clubs promote “Say no the R Word” as well as Red Ribbon Week and Suicide Prevention activities. In addition, La Costa Canyon has the Newcomers Academy for English Language Development students. This program creates an environment that honors the individual differences of each student and their home country while promoting a positive learning environment.</p> <p>LCC promotes a respectful and caring learning environment by celebrating students’ differences on campus. LCC holds Community Day on campus where students come together in order to share their backgrounds and find the similarities between them. During the 2015-2016 school year, LCC held a Community Day where the activities were instructed in both English and Spanish. This is a positive shift for English Language Development students who were unable to participate in previous years due to the language barrier.</p> <p>La Costa Canyon High School has created policies to promote the welfare of all students on campus. La Costa Canyon High School has created consequences for students who do not adhere to the school policies. Teachers and counselors work with students to create restorative practices in order to correct behavior that is not school appropriate. In addition, LCC has a student handbook for all students. This student handbook explains the attendance policy, campus information, behavior expectations, vehicle parking regulations, and the progressive discipline plan. The progressive discipline outlines the consequences for students who do not adhere to school rules. (Appendix: LCC Discipline Plan) This student handbook is given to students at the beginning of the school year, and it is also available on the school website.</p> <p>LCC frequently uses restorative practices in regards to discipline. During the</p>	<ul style="list-style-type: none"> <li>● READI Program</li> <li>● Community Day</li> <li>● Positive reinforcement in classes (teacher-based)</li> <li>● ASB: Birthday cards for the entire student body</li> <li>● ELD: Newcomers Academy</li> <li>● ASB makes a heart on Valentine’s Day for every student on campus</li> <li>● ELD students are introduced around campus</li> <li>● ELD students participate in community day</li> <li>● “Personal Promise” English Papers (9th and 10th)</li> <li>● Career speakers from community in Senior Seminar</li> <li>● Manpower comes to visit Senior Seminar students and students participate in mock interviews and receive feedback on their resume</li> <li>● Teachers help students with “self-awareness”</li> <li>● Teachers discuss different options after high school, not just college</li> <li>● Science outdoor classroom</li> <li>● Science planted more than 100+ trees on campus</li> <li>● Student lead recycling bins</li> <li>● FLS: Best Pals Club, Peer tutors, Community groups--Planet US, token systems for positive behavior</li> <li>● Inclusive Adaptive PE events--track team involvement for FLS students</li> <li>● Celebrating other</li> </ul>

<p>2014-2015 school year, LCC had a suspension rate of 1.4 with zero students who were expelled. This is a decrease from the 2012-2013 school year where the suspension rate was 2.7 with 3 students who were expelled. This may be attributed to the shift in students feeling more connected on campus. The School Climate Survey indicates that 43% of all students feel that teachers, counselors, and administrators are available to students when help is needed.</p> <p>The LCC Parent/Student survey conducted in the fall of 2016 showed that the nearly two thirds of the respondents thought that LCC administrators treat students with respect. A similar statistic was mirrored in the Student Survey (n=1,024) where nearly forty percent of students indicated the highest score and 33 percent indicated the second highest score.</p> <p>In the 2016 Student Survey (n=1,024) nearly 45 percent of respondents indicated the highest score for the prompt "LCC Staff cares about my education," while 35 percent indicated the next highest score. The same survey yielded 65 percent of students indicating the highest score for the prompt "I am proud to be a student at LCC," while 20% indicated a 4 out of 5 on the scale.</p>	<p>cultures/perspectives</p> <ul style="list-style-type: none"> <li>● Public art around campus</li> <li>● After school art club</li> <li>● Art shows on and off campus</li> <li>● Post student work in and out of class</li> </ul>
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### Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Supporting Evidence
<p>La Costa Canyon High School prides itself on creating an atmosphere of trust, respect, and professionalism. The overall consensus is that staff feels that they are respected and there is an atmosphere of trust and community on campus. LCC has made gender neutral bathrooms available for both staff members and students. In addition, many teachers do Friday check ins with their students in order to keep students accountable for their grades. In addition, LCC has created the group Mav Voices. This is an open forum for all students to voice concerns with teachers, administrators, and their peers. Students have expressed that they enjoy having a forum where they feel safe to express their opinions in a productive manner.</p> <p>In addition, La Costa Canyon High School created a new bell schedule starting in the year 2016-2017. This new bell schedule has built in teacher collaboration time. The new schedule allows much more top-down communication, vertical alignment throughout departments, and time for teachers to collaborate on lesson and unit plans. One concern teachers have on campus is in relation to elective classes that have been offered in the past. Teachers feel that the District Office needs to be more supportive in regards to running elective classes. The district will not run a class if they do not have the allotted number of students enrolled. Teachers believe that for new electives, there needs to be some flexibility in numbers in order to run a new elective course and help it become established. In addition, teachers are concerned about the ending of certain programs on campus when teachers retire because strong programs have ended when the teachers of those electives retired.</p> <p>La Costa Canyon High School's Site Council is comprised of administrators, teachers, parents, community members, and students. The Site Council reviews policies, procedures, and the Local Control Accountability Plan (LCAP). By including parents and community members on the creation and explanation of the</p>	<ul style="list-style-type: none"> <li>● Students think that the school has progressed in communication</li> <li>● Bathroom in administration building is now non-gender specific</li> <li>● Less bullying on campus regarding transgender student pronouns and names</li> <li>● Collaboration from the top down--- much more communication</li> <li>● Some teachers do Friday check-in with students</li> <li>● Students meet directly with the principal to make changes to the school and their voice is heard</li> <li>● Mav Voices: forum for students to express their opinions</li> <li>● ASB pulled out all new students and invited them to a new student/welcome social</li> <li>● A new student said she feels more respected here within the first three weeks of school than she did in two years in Virginia</li> <li>● More accepting culture/tolerance on campus</li> <li>● More education for parents about what LCAP actually is and what it controls</li> <li>● Local control and accountability--</li> </ul>

<p>LCAP, parents become more educated on what the LCAP actual is and what it controls. Parents have also expressed that they wish to know who is making the decisions. The Site Council also aids in the creation of the Single Plan for Student Achievement. First, the administration reviews the LCAP and determines how we can help support student achievement. Then, the Site Council reviews data and the Single Plan for Student Achievement in order to aid in the decision-making process. LCC sends out this information via email blasts through E-news, all calls, Reminds, the LCC App, Twitter, FB, Instagram, and the school website. In the future, LCC is looking into creating a parent involvement tab on the school website to create an easy place for parents to see how they can become more involved.</p> <p>A survey conducted in the fall of 2016 with 157 student respondents indicated that 82.7% thought that school rules and expectations were clearly communicated by scoring this survey a 4 or 5 out of 5.</p> <p>The 2016 Student Survey prompt “LCC Staff have high academic expectations for all students” indicated that nearly 48 percent of students strongly agree at 5 out of 5 while 35% indicated a 4 out of 5.</p>	<p>parents want to know more about what it is and who is making decisions</p> <ul style="list-style-type: none"> <li>● Need more support from district office in order to get electives to run even if the courses do not have high numbers of enrollment</li> </ul>
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### E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student’s personal needs.  
**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>La Costa Canyon has many support services available for students to utilize to improve themselves academically or mentally. In 2015, LCC has turned the Learning Commons into an after school tutoring center for students. This is a place for students to go to and receive help from a teacher. There are department specific days for students to receive help as well. In addition, the math department has created Math Hour after school. This new Math Hour is a time where all math teachers are available after school for one hour, and students may receive help from any teacher. This has created a time for students to advocate for him or herself in regards to their math knowledge. LCC also has the READI Program. In addition, teachers make themselves available to their students by having designated times to meet with students. Each teacher values the opportunity to work with students who self-advocate.</p> <p>La Costa Canyon High School also strives to help support students’ mental health. The Leadership class has arranged CommUnity Days for the students to attend. This is a daylong exercise where students actively participate in a series of large group and small group activities and discuss the problems in their lives while putting these problems into context related to their peers. It is also a forum to unite students by showing them that they are not alone with their problems and that there are many students who have gone through, or are going through, similar circumstances. This event is administered entirely in-house. In previous</p>	<ul style="list-style-type: none"> <li>● READI Program</li> <li>● Tutoring Center</li> <li>● Contracting someone to help with mental health of students</li> <li>● School Psychologist</li> <li>● Groups on campus and other programs: TAP, SEAS, workability, Newcomers Academy</li> <li>● Student-led discussions and support groups: Community Day</li> <li>● Guest speakers in classes</li> <li>● Town Hall Meetings</li> <li>● Student Study Team (SST)</li> <li>● Healthy Kids Survey</li> </ul>



<p>years, the school has contracted various outside vendors but the student-focused days have had much better feedback.</p> <p>LCC also has four counselors and a school psychologist who meet with students throughout the day. The counselors work with students on everything ranging from their 4-year plan in regards to academics, to how the students feel in regards to their personal life. The dedicated staff is always available to help the students.</p> <p>LCC is fortunate to have the opportunity to have guest speakers come to the school and speak within classes. In the class, Senior Seminar, each student must have a guest speaker come and present to the class in the field that they are interested in. This promotes the students' future career endeavors while learning more about their desired field.</p> <p>LCC also promotes the wellbeing of students who may be struggling with drug or alcohol abuse through the READI Program. Team READI consists of Joseph R. Olesky and the School Site Social Worker. They are all Mental Health Professionals currently working in the capacity as District Substance Abuse Counselors. The acronym READI stands for Recovery Education and Alcohol/Drug Instruction. This two-day program is designed to provide drug and alcohol education for students and their families. A special support counselor, with a background in chemical dependency treatment, coordinates the READI substance abuse program. This new program provides a unified effort to support recovery for our student population. The program operates from a multidisciplinary model, where all educational staff is directly involved in all areas of the student support.</p> <p>However, the focus group finds that there should be more counselor involvement of the four-year plan, that there are too few people (such as administration, counselors, and support staff) for students on campus. Many students are not aware of some of the services that are provided by the school. The school needs to work on connecting to students on a personal level. Some classes have been cut (e.g., social justice, PALS, human relations) that may need to be brought back. The school might want to use students enrolled in classes such as psychology, sociology, and child development to lead meetings for students.</p>	
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**Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>One area that LCC may improve upon is the amount of time counselors spend with students who do not self-advocate in regards to their academic plan. The counselors have expressed that they wish they had more time in the day to meet with each student multiple times in the year regarding their academic plan; however, due to student crises, they do not get to see them as much as they would like.</p> <p>For the purposes of this report, a formal query has not been conducted in AERIES regarding actual frequency of visits. The students meet with counselors at least twice per year depending on their own particular needs. Students have open access to counselors before and after school, during break and lunch on a drop-on basis, as well as the ability to schedule appointments with the counselor at the student's convenience.</p> <p>A finding in the 2016 Student Survey (n=1,024) for the prompt: "There is a staff member (teacher, admin, counselor, etc.) at LCC who I can talk to about my educational concerns," indicated that 50 percent of respondents strongly agreed</p>	



with this prompt. Twenty-seven percent of respondents scored this prompt a 4 out of 5.	
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## Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>For the 2016-2017 academic year, the school has undergone its first schedule change ever. This schedule allows a specific time (ESP) at the teacher's discretion for review or individualized instruction. This time is ½ hour dedicated per class per week. This revision to the schedule allows provides more opportunities for students to take more electives. The new schedule provides seven classes versus the previous amount of six. Students have the opportunity within the schedule to pursue a limited amount of online classes as well as internships.</p> <p>AP teachers frequently offer extra class reviews during the spring semester in preparation for the AP examinations. Remediation programs are available for students who have had difficulty with coursework and opportunities are provided for certain "Saturday Schools" where students who are struggling can make up assignments or receive specialized counseling.</p> <p>LCCHS serves special populations with academic support classes which have 15 or fewer students. The READ 180 Program is implemented for students in general education as well as special education who need additional support. The AVID program helps promote self-advocacy and a college path for students whose guardians may not have attended college.</p> <p>La Costa Canyon teachers frequently employ technology in their instruction and units. With the new schedule having shorter overall classes compared to previous years, some teachers have approached a "flipped" classroom approach where students research materials for class and the classroom time, along with ESP is used to reinforce what students have already practiced. Typical platforms for this flipped approach exist within Google Classroom, Blackboard and YouTube tutorials.</p> <p>Extra-curricular programs that support rigor and applied knowledge of information include the robotics team, MavLife News, MavNation television program, the Stampede Yearbook as well as leadership and ASB. Many students in ASB are involved in planning major events both on and off campus with relatively large budgets.</p>	<ul style="list-style-type: none"> <li>● ESP Time</li> <li>● Direction instruction to small groups</li> <li>● Tutoring time</li> <li>● AP study sessions</li> <li>● (Sped- academic support classes 15 or fewer)</li> <li>● Academic support classes</li> <li>● READ 180 for general education and SPED</li> <li>● Flipped classroom instruction</li> <li>● Transcribed lesson</li> <li>● Text to speech</li> <li>● Online courses</li> <li>● Differentiated instruction (collaboration)</li> <li>● Modification of schedule allows for CTE education (as well additional electives)</li> <li>● ELD classes</li> <li>● Sheltered classes</li> <li>● Flexibility of schedule</li> <li>● AVID</li> <li>● SSTs to support students</li> <li>● Extra-curricular</li> <li>● robotics</li> <li>● Journalism</li> <li>● Yearbook</li> <li>● leadership/ASB</li> <li>● Google classroom</li> <li>● Blackboard</li> <li>● YouTube tutorials</li> </ul>

**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>In an area of declining enrollment, La Costa Canyon has managed to retain its population in relation to competing north county schools. The site principal is very much involved in community outreach in visiting with middle and elementary school parents. The Orientation Days take place in August before school and are organized by grade. The students work with counseling as well</p>	<ul style="list-style-type: none"> <li>● Freshman orientation</li> <li>● Principal goes to middle schools for middle and elementary school visits</li> <li>● Orientation days for new students (student business days)</li> </ul>

<p>as the administration, ASB and The Stampede yearbook to get annual administrative tasks accomplished as well as verify course schedules. In the spring, prospective students and guardians attend LCC Info Night to learn about the school, its programs, meet with students and teachers. This event is well attended with many current students and clubs present. Typically, about half of the staff attends this event as well.</p> <p>In athletics, orientation camps are provided as well as mandatory meetings prior to the start of the season so that student athletes understand the expectations of academics within the scope of their schedules. The freshmen football team meets weekly in the learning commons to review course progress with coaches as well as focus on academics. Teams frequently track a student-athlete's progress through frequent walk-around evaluations.</p> <p>ELD students receive informational packets in their home language as well as English. Additional opportunities for counseling are provided for EL students in that community college counselors come to discuss future options in the classes. The EL Lead teacher meets with students individually to review the EL monitoring document. All students review with a counselor their four-year academic plan.</p> <p>AP math students "Mathletes," visit middle schools after the AP examination to tutor incoming students as well as to stress the importance of academics.</p> <p>IEPs are held annually with counseling, support teachers, administration and general education teachers to ensure progress is being made as well as accommodations are appropriate for the student.</p> <p>Teachers keep AERIES updated and students are able to keep track of progress online or via the AERIES App. At five week intervals D-F notices or quarter grades are posted. Queries are run by administration to verify progress. In some cases, students are referred for SST (student study teams) for interventions.</p> <p>Policies are in place to ensure that students are in courses through the Attendance Policies. Consequences for attendance issues include: Friday Night School, Saturday school and or SARB notifications.</p>	<ul style="list-style-type: none"> <li>● Choice Night for the following year</li> <li>● SpEd: Transitional meetings from middle school to high school</li> <li>● Info Night: elective fair then selective night, then elective fair, then come back and sit down with a counselor and counselors go over their class selection</li> <li>● Athletics: orientation camps, pop warner comes and participates with the football team</li> <li>● ELD students receive informational packets in home language and in English</li> <li>● New student luncheon with ASB</li> <li>● SpEd: review their goal progress from middle school to high school, parents and students come for observations within the high school</li> <li>● ELAC meetings</li> <li>● EL speaker counselor from community college to discuss their options for the future</li> <li>● When AP math is done with their AP test, they visit middle schools and tutor incoming students to stress the importance of keeping up academics</li> <li>● EL lead meets with students individually and go over the EL monitoring document</li> <li>● Students sit down with counselor and create a four-year plan</li> <li>● IEPs are annually held, some have tri-annual meetings</li> <li>● Progress reports and D/F reports are ongoing</li> <li>● BTSN</li> <li>● Attendance: discipline policy <ul style="list-style-type: none"> <li>○ Friday night school</li> <li>○ Saturday school</li> <li>○ SARB</li> </ul> </li> </ul>
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### Support Services and Learning – Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
LCC changed the bell schedule in 2016. This new bell schedule allows for Extended Study Period (ESP) time. ESP time allows teachers to reteach material,	<ul style="list-style-type: none"> <li>● IEP Meetings</li> <li>● SST Meetings</li> </ul>

give students either small group or individual instruction, and/or time for students to work on homework. In previous years, students complained about the amount of homework they brought home each night. One way LCC has helped alleviate some of the pressure of students is by building in time for students to work with their teachers and get time to work on their work.

LCC uses AERIES as its gradebook. AERIES contains student grades, assignments, teacher contacts, transcript and graduation status. AERIES is to be used regularly to monitor classroom performance and address any potential problems before progress reports and final grades. Parents can update their own email addresses in the AERIES parent portal to continue to receive all notices and information from SDUHSD. D/F notifications are sent out via AERIES at five week intervals.

Referrals for Special Education services can be made by teachers, parents, and appropriate professional persons, and from other members of the public. A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriately utilized. All referrals must be made in writing. It is expected that the vast majority of referrals will originate at the site level as a result of the Student Assistance Process which ensures that the resources of the regular education program have been considered. The purpose of a special education assessment is to determine whether or not a child is eligible for special education services under state and federal laws. Parents, teachers and persons knowledgeable of the suspected disability and assessment participate in the assessment process.

A proposed assessment plan is developed and given to parents within 15 calendar days of the referral. Parents have at least 15 calendar days from the receipt of the proposed plan to arrive at a decision. The team completes the assessment and has the IEP meeting within 60 calendar days from receipt of signed consent form. Through the District's Student Study Team process and other procedures, a continuous effort is made to locate and identify individuals who might qualify for special education services. The law also provides that parents may initiate a request to have their child assessed to determine eligibility for special education and/or related services. This request should be in writing and submitted to the site program specialist. Parents will be given a copy of their Procedural Safeguards and shall participate.

The La Costa Canyon Special Education Department includes 12 Education Specialists, two School Psychologists, two Mental Health therapists, one Speech and Language Pathologist, one District Social Worker, one District Program Supervisor, and a school administrator to monitor educational services for a school wide special needs population of 11.6 % in an overall population of 1872 students. This department serves students in five different programs that address specific student needs to include mild/moderate, Transitional Alternative Program (TAP), Functional Life Skills (FLS), Social Emotional Academic Support (SEAS), and the Learning Center. Students are continually monitored by the Special Education Department staff and the Special Education Department administrator, as well as school counselors, during their matriculation at La Costa Canyon, and the IEP is updated annually. Triennial assessments are completed every three years, as mandated by law, with assessments completed within 60 days of receipt of signed evaluation plan.

LCC has also created the Newcomers Academy for EL students. This program is for students in EL levels 1-4. It has been created to help support the EL student through the tough transition while learning English. This class will allow students

- 504 Meetings
- Interventions in Aeries
- Staff email communication
- Student & Parent Access to Aeries
- Letters of introduction from AVID students to teachers
- EL support classes
- EL students are testing within two weeks
- Read 180 course
- Academic Enrichment Tutoring
- ESP (Extended Study Period)
- SpEd has classroom aides
- Team taught classes
- Equal open access to all course levels
- Scaffolding teaching strategies
- Office hours in classroom
- Social Workers help with social and emotional needs
- School psychologists on site
- New Student Luncheons
- New Student Check-ins
- School-wide at-risk activities
- Community Day
- Heart Attract (valentine's day names on hearts)
- Spirit of the Mav Luncheons
- Smart Cookie
- Birthday Connections
- Mav Awards
- Dude be Nice Project
- Pep Rallies/Assemblies
- Guest speaker series
- MavVoices
- It's Good to be Me Show
- Counselor one-on-one Time
- D/F list Check-in
- College & Career Presentations
- Adding 7th period gives students more academic opportunities
- Off-campus courses offered
- MavNation
- Community College visits
- Parent/student conferences

to develop Basic English vocabulary and grammatical structures so that they can successfully communicate. Also, students will develop literary and analytical skills which will enable them to be successful in future courses. All LCC students may enroll in AP or Honors classes. All students meet with their counselor to develop a four-year plan designed to meet their individual needs. The Naviance system helps monitor students' progress who are planning on going to college. The system helps students organize their personal information before hitting send when applying for colleges. Additionally, there are numerous activities for many students not meeting the A-G requirements with ROP opportunities. LCC offers many elective opportunities such as Culinary Arts, International Cuisine, Child Development, and Fashion and Design.

LCC also offers the class Read 180. Read 180 is a comprehensive, research-based, intervention reading program proven to accelerate the reading levels and test scores of struggling students in grades 4-12. Using adaptive Topic Software, Read 180 engages students in learning and motivates them to build reading and writing proficiency. The class is interesting and the software interactive and individualized to each student's level. The class also focuses on Common Core academic vocabulary, test taking strategies, reading fluency, grade monitoring, organization skills, self-advocacy and how to be successful in school.

The AVID (Advancement Via Individual Determination) provides students with many opportunities in the community to learn about making the transition from high school to college. AVID provides field trips to local universities, both public and private, such as UCSD, SDSU, and Point Loma Nazarene University so that students in all grade levels (9-12) are exposed to university life, as well as the academic rigor that colleges require of their incoming freshmen. AVID students also have access to university representatives who visit LCC to discuss university expectations and provide advice on applying to college.

**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
<p>In the 2013 school year, LCC underwent a major technological overhaul. Nearly all classrooms were updated with WiFi hotspots and short throw projectors. The Media Center was updated to be named the "Learning Commons" with a massive overhaul of interior spaces and small breakout rooms. Additional WiFi was upgraded throughout the facility, Chromebooks were purchased consisting of hard wired computers as well as wireless devices to be used in the flexible spaces. In all, approximately 400 Chromebooks are available for students to use. Concern has been raised among students and parents that in the upgrade of the media center the removal of printers has created additional burden and expense on to the families.</p> <p>Computers are available on a first come first served basis in the learning commons. Four computer labs are available for teachers to use with their classes both in the Learning Commons and in an adjacent building. A concern among students and staff is that the Chromebooks do not run actual programs which could be used for more intensive applications such as video editing. With the access of WiFi greatly expanded across the campus and exterior spaces, teachers can use the campus itself as a classroom with students researching outside with Chromebooks or their own devices. Additionally, the stadium and gym now have expanded WiFi access allowing streaming and broadcast opportunities that were previously not available.</p> <p>The AERIES grade program is provided online, all students receive the account</p>	<ul style="list-style-type: none"> <li>● Aeries online grading</li> <li>● Various departments and classes within departments are providing all course materials online for access for all students. Students can print materials by choice. Not ALL teachers, parents, and students are in approval of this procedure and do not find it to be equitable. The district has passed the burden/ expense of accessing paper materials on to the student.</li> <li>● Computer access provided on first come/first served basis in the learning commons for students to access if computer/internet access is not available at home</li> <li>● All students have the option of taking online courses for recovering units through the ISOL class.</li> <li>● LCC has two computer labs available for teachers to sign up for use</li> </ul>

information when they register at school business days. For homes without internet access, print report cards are provided. College applications and letters of recommendation are submitted online via the Naviance program.

### Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>A) LCC is very fortunate in that we offer open enrollment for all classes. This gives students the opportunity to take higher level classes, classes for remediation, or classes that they are interested in. This open enrollment helps students take control of their own education by allowing them to take the classes they want. The new bell schedule allows students more opportunities to take the classes they desire. Although the access is there, we still find disproportionate students in classes. Counselors reach out to students regarding AP potential to encourage them to enroll. LCC also tries to market our classes in a better way than previously by promoting Choice Night, the Visual Performing Arts Awards, and fliers around campus. Previously, students only had the opportunity to take six classes, and many students opted to only take five due to their heavy workload. However, the new bell schedule allows students to take more classes.</p> <p>B) LCC has a system in place for monitoring the progress of the students. D/F Notifications are sent out quarterly and at five week intervals, grades are entered into AERIES in a timely fashion, counselors meet with students who receive a D/F notification or incomplete, and teachers frequently communicate parents or guardians in regards to the progress of a student.</p> <p>The new bell schedule allows students to have extra time to receive remediation of a lesson, small group or one-on-one instruction, and/or to work on homework. The new schedule also has allowed students to take seven periods if they wish to do so. A full-time student is required to take a minimum of five classes. Currently, LCC has just under 2000 students. The new bell schedule was rolled out with the hope that more students would be able to take more classes. For the 2016-2017 school year, 40 students opted to take five classes, 635 students opted to take six classes, and 1190 students opted to take seven classes. Many students have opted to utilize the opportunity to take seven periods because they are able to take more classes in a subject area that they are interested in, take higher level courses, take extra support classes (e.g. AVID, EL Support, Read 180), and allows for the opportunity for remediation during the school year while still completing all of the graduation requirements. LCC offers Academic Support for those students who are in general education classes, but require additional supports in the areas of executive functioning and some remediation with content. LCC also offers fundamentals level classes in English, US History, World History, Econ/Gov, and Math for students performing at two grade levels below in reading/math skills. Due to the seven-period bell schedule, Special Education students are afforded the opportunity to take more electives, since Academic Support was taking up their elective spot in previous years.</p>	<ul style="list-style-type: none"> <li>● District policy for open enrollment</li> <li>● Bell schedule</li> <li>● D/F lists</li> <li>● Staff meeting agendas</li> </ul>

### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner

outcomes.

**E3.5. Prompt:** Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence																					
<p>The 2016-2017 schedule modification allowed for regular pep rallies and school wellness events during the academic day. These rallies coincide with the school calendar to emphasize certain themes as well as provide opportunities for students to join clubs, understand the effects of impaired driving, learn about campus events as well as be entertained and educated by their peers and staff. As evidence of the efficacy of the rallies, dances are typically promoted and the themes are revealed at these events which are very well attended. The Homecoming Dance was attended by more than 1,150 students, while the Winter Formal was attended by more than 1,000 students. Attendance at these assemblies is mandatory as it considered part of the academic day.</p> <p>LCC offers many opportunities for student athletes to become involved in the school offering 24 CIF sanctioned sports and 2 club sports. Student athletes at LCC for the 2016-2017 academic year total 979 participants composed of 552 males and 427 females. The students are expected to adhere to an 18-page handbook which clearly articulate the expectations with respect to behavioral conduct as well as academic performance upon them. A detailed, clear and concise set of requirements are explained in the handbook as well as the following paragraph regarding the commitment to athletics.</p> <p><i>“Academics are the number one priority for high school student-athletes. During the season, students should plan to do projects, homework, and studying outside of practice. Key lessons learned through participating in high school athletics are planning, prioritizing, and understanding one’s time limitations. If there is an unavoidable conflict involving athletics and academics, <b>academics always take priority</b>. Consequences for missing practices, tournaments, or games may still result. Many times travel to an athletic competition means missing class. Students need to recognize demands that athletics can place on academic attendance and make appropriate choices” (Handbook p.6).</i> Students are not eligible to participate in sports unless they along with their guardians sign the contract.</p> <p>It should also be noted that LCC is regularly recognized as a leader in team as well as individual grade point averages throughout the region.</p> <p>From the 2016 WASC Survey “Instruction” Please check any of the educational programs below that apply to you or you participate in. (500 responses)</p> <table border="1"> <caption>Survey Results: Educational Programs</caption> <thead> <tr> <th>Program</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>AVID</td> <td>63</td> <td>12.6%</td> </tr> <tr> <td>IEP</td> <td>37</td> <td>7.4%</td> </tr> <tr> <td>AP</td> <td>0</td> <td>0%</td> </tr> <tr> <td>EL</td> <td>0</td> <td>0%</td> </tr> <tr> <td>504</td> <td>19</td> <td>3.8%</td> </tr> <tr> <td>Honors Clas...</td> <td>373</td> <td>74.6%</td> </tr> </tbody> </table> <p><a href="https://docs.google.com/a/sduhsd.net/forms/d/1sfGkxMKPs9_BGW4lxhY_1Ltajl8nHLNK0pmSWqvJrgw/edit#responses">https://docs.google.com/a/sduhsd.net/forms/d/1sfGkxMKPs9_BGW4lxhY_1Ltajl8nHLNK0pmSWqvJrgw/edit#responses</a></p>	Program	Count	Percentage	AVID	63	12.6%	IEP	37	7.4%	AP	0	0%	EL	0	0%	504	19	3.8%	Honors Clas...	373	74.6%	<ul style="list-style-type: none"> <li>● Athlete’s Handbook downloaded from LCC website             <ul style="list-style-type: none"> <li>○ <a href="https://drive.google.com/open?id=0Bzc8yrPvHIYxQWhlUjR3QmpTS3M">https://drive.google.com/open?id=0Bzc8yrPvHIYxQWhlUjR3QmpTS3M</a></li> </ul> </li> <li>● Club list             <ul style="list-style-type: none"> <li>○ <a href="https://drive.google.com/open?id=1tM0Ae2x0QicekVorlxfiWi0gPjS4-oSDua3OiOC9PUY">https://drive.google.com/open?id=1tM0Ae2x0QicekVorlxfiWi0gPjS4-oSDua3OiOC9PUY</a></li> </ul> </li> </ul>
Program	Count	Percentage																				
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AP	0	0%																				
EL	0	0%																				
504	19	3.8%																				
Honors Clas...	373	74.6%																				

**E3.5. Additional Online Instruction Prompt:** Evaluate the school’s processes to address the needs of socialization



for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

Findings	Supporting Evidence
<p>LCC provides an ample and wide-ranging variety of opportunities for students to become involved in the school within the scope of Academics, Arts and Athletics.</p> <p>In a staff survey conducted for this report the Field Trip Guest speaker survey (n=43) 23 half of the teachers indicated that they bring in guest speakers. The majority of this group had guest speakers in class at least 2-3 times per year. A significant portion indicated that they have guest speakers participate in class at least four times per year up to ten times per year.</p> <p>In the same survey 14 respondents answered yes if the educators take students on field trips or not.</p> <p>These field trips ranged from Calculus Camp, an overnight event focused on studying and reviewing for the AP Calculus AB Exam, AP Stats Camp, a robotics competition at Del Mar, National Conferences for Journalism, and the Homeless Shelters. The school's proximity to the internationally famous Balboa Park and its museums provide relatively easy access for courses to visit The Museum of Man and the San Diego Museum of Art. Science based field trips include the Birch Aquarium, The USD Chemistry Department and local Biotech Companies for STEM research. Other vocational trips included Community Based Instruction, monthly Job Exploration Tours, Architecture job site tours and the sets of local news affiliates.</p> <p>For the 2016-2017 academic year 67 clubs are certified by the ASB. Fifty teachers serve as sponsors for these clubs. Many of these clubs serve to support academic content as well as provide an additional opportunity for students to work together in a non-academic setting. Thirty of these clubs serve the purpose of supplementing educational endeavors while the remainder serve mostly as a social purpose of connecting students together.</p> <p>Clubs with an academic focus: (source: LCC club list) downloaded from website.</p> <ul style="list-style-type: none"> <li>▪ ACE Mentor Program</li> <li>▪ Art Club</li> <li>▪ Asian Culture Club</li> <li>▪ ASL Club</li> <li>▪ Best Pals (Buddies)</li> <li>▪ Chemistry Club</li> <li>▪ Chess/Backgammon</li> <li>▪ Comedy Sportz</li> <li>▪ Community Day Club</li> <li>▪ CSF</li> <li>▪ Dance Club</li> <li>▪ End The Silence (ETS) Club</li> <li>▪ Fashion Club</li> <li>▪ French Club</li> <li>▪ Italian Club</li> <li>▪ Journalism Club</li> <li>▪ LCC Asian Culture</li> <li>▪ LCC Competitive Marching Club</li> </ul>	<ul style="list-style-type: none"> <li>● Field trip survey results <ul style="list-style-type: none"> <li>○ <a href="https://docs.google.com/spreadsheets/d/1otAMkiwAxV6-Xe0paUpsokFVpfdzC5VQvsNYDlKlVqo/edit?ts=58d5568b">https://docs.google.com/spreadsheets/d/1otAMkiwAxV6-Xe0paUpsokFVpfdzC5VQvsNYDlKlVqo/edit?ts=58d5568b</a></li> </ul> </li> <li>● Club List: <ul style="list-style-type: none"> <li>○ <a href="https://docs.google.com/spreadsheets/d/1tM0Ae2x0QicekVorlxfiWi0gPiS4-oSDua3OiOC9PUY/edit#gid=0">https://docs.google.com/spreadsheets/d/1tM0Ae2x0QicekVorlxfiWi0gPiS4-oSDua3OiOC9PUY/edit#gid=0</a></li> </ul> </li> <li>● <a href="https://docs.google.com/a/sduhsd.net/forms/d/1sfGkxMKPs9_BGW4IyhY_1Ltajl8nHLNK0pmSWqvJrgw/edit#responses">https://docs.google.com/a/sduhsd.net/forms/d/1sfGkxMKPs9_BGW4IyhY_1Ltajl8nHLNK0pmSWqvJrgw/edit#responses</a></li> <li>● Clubs with an academic connection</li> </ul>



- Math Club
- National Honor Society
- O2 For Life
- Robotics Club
- Science Olympiad
- Spanish Club
- Speech and Debate
- Tech Ninjas
- Thespians
- Tutoring Club
- Water Conservation Club
- Young Leaders in Health Care

LCC also prides itself on providing opportunities for students to become involved in the arts and production of creative publications. The annually recognized award-winning Stampede Yearbook boasts a staff containing a mixed grade level group of 42 students for the 2016-2017 school year and typically averages at least 40 students per year.

Mavlife news, another award-winning publication of the school is published by the students on frequent intervals. The course contains journalism as well as advanced journalism with fifty students producing content. Additional media outlets from Mavlife include: online content, social media posts as well as online broadcast of games. In terms of reach of this media, the show published every other Monday is programmed into the 2016-2017 school calendar during the A schedule. In theory, every class would watch the show at some point during this block. Students have complained that some teachers do not show nor distribute the program via other means, links etc.

The school is proud to have the Maverick Brigade, the only marching band within the San Dieguito Union High School District. This group has more than 50 members, travels and competes in regional competitions and has had much success.

The Thespians club is very popular among the students involved in Drama as well as Theatre Tech. This group routinely competes and travels to regional competitions and has been very successful.

Additionally, within this scope of performance, students have the opportunity to be involved in the school's extremely popular ComedySportz Improv club/team. Events for this team are regularly sold out in the 450-seat theatre.

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## ***ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs***

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### **Summary (including comments about the critical learner needs)**

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Students at LCC have the access to and participate in a wide range of extracurricular activities from sports to Academic Team. The culture of LCC is one that strives to be inclusive. La Costa Canyon High School utilizes a variety of support services and relationships to extend learning for all students. Most students at LCC indicated that they have had a positive learning experience at LCC. LCC has made some improvements around campus (i.e. the new bell schedule and improvements around campus) to help create a more inclusive academic environment. In addition, La Costa Canyon High School promotes an atmosphere where caring, concern, and high expectations of students is imperative. Teachers foster a learning environment where the word “respect” is used in every classroom. Teachers, administration, and classified staff all work together in order to encourage students to respect their peers.

### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

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- LCC makes strides to keep the community involved and updated on what is happening.
- LCC has made major changes to provide opportunities for student involvement in school via changes to schedule allowing for pep-rallies, wellness days, and in class extra study periods.
- LCC strives to include all students in the LCC community and promote the successes of all students.

### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

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- Need more effective use of technology. (Filter information into manageable pieces? Disconnect between the amount of information put out by the school and the community’s perceptions of information? Parents subscribe to Remind? So much information that people ignore it? What would work for LCC? Where does school responsibility end and personal responsibility begin?)
- Disconnect between pep rallies and enthusiasm for school and engagement? After school, school sponsored activities? Cool not to care? Apathy? Why are students not attending school social events? Things keep changing every year, so students don’t know what to invest their time in? Still no traditions with respect to culture?
- Staff engagement: Lack of engagement in WASC process; teachers not showing MavNation in class; small group of teachers taking on lots of extra duties, and other teachers take on no other duties



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## *Prioritized Areas of Growth Needs from Categories A through E*

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Prioritize the growth areas from the five categories.

- There is a need to improve the school culture: increase social and academic motivation academically and socially; increase school connectedness; increase attendance; increase parent outreach
- There is a need to focus on character, career, and problem-solving skills.
- There is a need to improve the use of the seven-period bell schedule and Extended Study Period time.
- There is a need to improve the effectiveness of collaborative time across disciplines, including ongoing staff development between departments.
- There is a need to expand support for students with special needs and for English Learners.
- There is a need to increase achievement by aligning classes and standards (CCCSS).
- There is a need to align curriculum with the IB Diploma Programme.



# Chapter V: Action Plan

## Goal One: Introduce prescriptive interventions for students and staff in order to improve the culture of school involvement, school connectivity/inclusion, wellness, and learning.

### Rationale:

Student engagement data, teacher input for the development of the action plan, and focus group reports indicate the need to increase a culture of inclusion and character skill building for students and staff. Student engagement data includes tardy and truancy numbers, discipline referrals, the California Healthy Kids Survey, D and F lists, indicate a need for support for students inside and outside the classroom. Counselors report a rise in interventions regarding students' mental health; administrators report a rise in referrals to the READI program. In addition, reports from the focus groups indicate a need to increase staff engagement and connectivity to provide positive examples for students, thus creating more student engagement and connectivity.

### Links to Critical Learner Needs and ESLRs:

- Critical Learner Need: Improve the culture of inclusion, school engagement, and character skills
- ESLR #2: La Costa Canyon High School graduates will be: Capable and Responsible Citizens
- ESLR #3: La Costa Canyon High School graduates will be: Self-Directed Lifelong Learners
- SPSA Goal #2: Increase the level of school connectedness and sense of safety of pupils, staff, and parents at LCCHS.
- LCAP Goal #2: School culture and connectedness.

### Measureable Ways of Assessing Progress:

- Decreasing numbers of trancies and tardies
- Decreasing discipline referral numbers, expulsions, suspensions
- Decrease numbers of students and parents participating in MAV Opportunity Days
- Keep increasing student participation at school events like plays, band performances, clubs
- Increase staff participation and attendance at school events and staff events (potlucks, tailgates, staff competitions, staff meetings (all staff, department)
- Results of California Healthy Kids Survey
- Decreasing numbers of students for mental health interventions
- Decreasing READI numbers
- Decreasing numbers of students earning grades of D and F
- IB documentation

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
Institutionalize a culture of high expectations for inclusion, engagement, and character by reinforcing consistent, systematic, school-wide and department-wide expectations; integrate ESLRs into	<ul style="list-style-type: none"> <li>• MAV Opportunity Day sign-in sheets and AERIES Intervention reports</li> <li>• Document ticket sales of student events: plays, dances,</li> <li>• Document and track</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and other administration members</li> <li>• Support staff</li> <li>• Counselors</li> <li>• Teachers</li> <li>• ASB adviser</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of 2017-18 school year, teachers and departments will identify how they will reinforce and integrate ESLRs in classroom; administration will</li> </ul>	<ul style="list-style-type: none"> <li>• PLC time</li> <li>• Staff In-services</li> <li>• Human capital</li> </ul>

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
the classroom environment and curriculum in meaningful ways	club rosters and sign-in sheets <ul style="list-style-type: none"> <li>● Document staff meeting sign-in sheets</li> <li>● Teacher syllabi</li> <li>● Policy documentation</li> </ul>		determine systematic discipline practices to reinforce ESLRs and school-wide practices to reinforce goal; administration will convey ideas to staff <ul style="list-style-type: none"> <li>● In 2018-19 school year, teachers will integrate ESLRs; administration will implement systematic discipline practices</li> <li>● In 2019-20 and beyond, teachers and administration will refine their practices</li> </ul>	
Systematically run and monitor reports on a regular basis (truancies, tardies, discipline referrals, counselor interventions, READI, D/F lists, expulsions, suspensions) and communicate data to staff to monitor students and provide intervention	<ul style="list-style-type: none"> <li>● Monthly/quarterly/ semester/ yearly reports:</li> <li>● attendance reports</li> <li>● referral reports</li> <li>● Counselor interventions</li> <li>● Teacher referrals to admin/counselors</li> <li>● READI</li> <li>● D/F lists</li> <li>● Expulsions</li> <li>● Suspensions</li> </ul>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Dedicated classified employee to run reports</li> <li>● Teachers</li> <li>● Administration</li> <li>● Counselors</li> <li>● Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>● In the 2017-18 school year, monitor reports and plan for systematic, regular reporting/train a dedicated employee</li> <li>● In the 2018-19 school year, work through committees to develop a consistent intervention approach</li> <li>● In the 2019-20 school year, monitor approach and refine</li> </ul>	<ul style="list-style-type: none"> <li>● Dedicated classified employee to run reports</li> <li>● All staff meeting time</li> </ul>
Research and integrate a character development program school-wide, ideally connected to International Baccalaureate character traits.	<ul style="list-style-type: none"> <li>● Document research of character education programs</li> <li>● Document implementation of program</li> <li>● Document refinement of program</li> </ul>	<ul style="list-style-type: none"> <li>● ASB/ASB teacher</li> <li>● Administration</li> <li>● Members of School Climate Committee - including students, parents, and community members</li> </ul>	<ul style="list-style-type: none"> <li>● In the 2017-18 school year, explore programs</li> <li>● In the 2018-19 school year, implement a program</li> <li>● In the 2019-20 and subsequent school years, refine the program</li> </ul>	<ul style="list-style-type: none"> <li>● Foundation funding for the program</li> <li>● Possible time-carding of committee members</li> </ul>



Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
<p>The school will promote all attributes of the IB learner profile across the school community, including promoting international-mindedness, by training teachers about the IB learner profile and how to integrate the attributes into their classroom practices and curriculum</p>	<ul style="list-style-type: none"> <li>• Development of school-wide celebrations of cultures</li> <li>• PD agendas: IB teachers provide school-wide professional development for all teachers</li> <li>• Teacher evaluations and observations: Teachers will incorporate the IB learner profile in their curriculum and classroom practices</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Support staff</li> <li>• IB Coordinator</li> <li>• IB teachers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• By end of 2017-18 school year, all stakeholders will understand the IB learner profile</li> <li>• By end of 2018-19 school year, IB teachers will have integrated the profile into their classes and all teachers will have identified and incorporated some IB learner profile attributes into their classroom practices and curriculum</li> <li>• In the 2019-20 school year and beyond, teachers will continue to integrate IB learner profile attributes into their classroom practices and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• IB PLC meetings/time</li> <li>• Professional development planning and execution time (money for time-cards)</li> <li>• Introduction to IB course for freshman and sophomores preparing for Diploma Programme</li> <li>• Human capital</li> </ul>
<p>Educate all teachers about all IB policies, including the IB inclusion policy and the IB language policy, and how to implement them in their classrooms.</p>	<ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Meeting sign-in sheets</li> <li>• PD agendas: IB teachers provide school-wide professional development for all teachers</li> <li>• Teacher evaluations and observations: Teachers will incorporate the IB learner profile in their curriculum and classroom practices</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Support staff</li> <li>• IB Coordinator</li> <li>• IB teachers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• By end of 2017-18 school year, all stakeholders will understand the IB policies</li> <li>• By end of 2018-19 school year, IB teachers will have integrated the policies and all teachers will have identified and incorporated some of the policies</li> <li>• In the 2019-20 school year and beyond, teachers will continue to integrate the policies into their classroom practices and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• IB PLC meetings/time</li> <li>• Professional development planning and execution time (money for time-cards)</li> </ul>
<p>The staff will create a social committee to improve staff morale and participation that</p>	<ul style="list-style-type: none"> <li>• The staff room will include pictures and bios of teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Support staff</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of the 2017-18 school year, all teachers will participate in at</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation support/funding</li> </ul>

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
will provide overt examples of a positive teacher culture to students	<ul style="list-style-type: none"> <li>• The staff meetings will incorporate icebreakers and team building activities; document on meeting agendas</li> <li>• Document staff lunch, potlucks, tailgates</li> <li>• Staff sign-ins</li> <li>• Create family-friendly events to encourage staff attendance at school events</li> </ul>	<ul style="list-style-type: none"> <li>• LCC Social Committee</li> </ul>	<p>least one activity during staff professional development (Staff Olympics) or outside of work hours</p> <ul style="list-style-type: none"> <li>• In the 2018-19 school year and beyond, ongoing refinement of social activities</li> </ul>	
Investigate more effective uses of technology to disseminate information from the school to all stakeholders; implement findings	<ul style="list-style-type: none"> <li>• Document research</li> <li>• Meeting agendas</li> <li>• Document implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• ASB teacher</li> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2017-18 school year, complete investigation of technology sources</li> <li>• In the 2018-19 school year, implement findings</li> <li>• In the 2019-20 school year and beyond, continually refine technology</li> </ul>	<ul style="list-style-type: none"> <li>• Possible purchases of software / hardware that will help facilitate communication</li> <li>• Human capital</li> </ul>
Create a parent resource center for parent meetings, trainings, seminars, to promote communication and partnership with parents. Specific information to include: the impact of extended absences, extensive absences throughout the school year, how to help students succeed, experiences of raising a teenager.	<ul style="list-style-type: none"> <li>• Physical, labeled space on campus</li> <li>• Meeting agendas</li> <li>• Documentation of communication/ advertisement of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Teachers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2017-18 school year, investigate and plan for a physical space, resources, meetings</li> <li>• In the 2018-19 school year, implement plan</li> <li>• In the 2019-20 school year, continue to refine plan</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation support</li> <li>• Physical space</li> <li>• Research/resources for parents</li> <li>• Time for meetings</li> </ul>
Awards and incentives for excellent and perfect attendance (absences/tardies/truancies)	<ul style="list-style-type: none"> <li>• Attendance reports</li> <li>• Incentive documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Attendance administration</li> <li>• ASB teacher</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2017-18 school year, create incentive plan</li> <li>• In the 2018-19 school year, implement incentive plan</li> <li>• In the 2019-20 school year and</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for incentives</li> </ul>

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
			beyond, refine incentive plan	
Use School Business days to set expectations (not just paperwork)	<ul style="list-style-type: none"> <li>School business days documentation</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>ASB</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year, create a plan for more effective school business days</li> <li>In the 2018-19 school year, implement the plan</li> <li>In the 2019-20 school year and beyond, refine the plan</li> </ul>	<ul style="list-style-type: none"> <li>Planning time</li> <li>On-campus resources for school business days, such as the theater, gym, learning commons</li> <li>Foundation support/Parent volunteers</li> </ul>

## Goal Two: Increase the level of student proficiency of the Four Cs--creativity, critical thinking, communication, collaboration--to prepare students for college and career readiness.

### Rationale:

Based on discussions during focus groups, parents and teachers agree that an area of growth for LCC is to prepare students who do not wish to attend college directly after high school. In addition, the new Common Core standards and SBAC exam requires students to think critically with an emphasis on Depth of Knowledge, instead of recall like the former state standards and CST.

### Links to Critical Learner Needs and ESLRs:

- Critical Learner Need: Increase the proficiency of workplace skills
- ESLR #3: La Costa Canyon High School graduates will be: Self-Directed Lifelong Learners
- ESLR #4: La Costa Canyon High School graduates will be: Effective Communicators
- ESLR #5: La Costa Canyon High School graduates will be: Creative and Critical Thinkers
- SPSA Goal #3: All LCCHS graduates will be college and career ready
- LCAP Goal #3: College and Career Readiness

### Measureable Ways of Assessing Progress:

- Increase SBAC scores
- Increased enrollment in CTE courses
- Increased enrollment of Special Education and English Learner students in CTE courses
- Senior Survey answers
- AVID survey answers

Specific steps including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
Administration share data with staff in a timely manner--SBAC,	<ul style="list-style-type: none"> <li>All staff meeting agendas</li> <li>Meeting sign-in</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>District office data</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year, administration</li> </ul>	<ul style="list-style-type: none"> <li>Human capital: Administrators, district personnel</li> </ul>

Specific steps including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
enrollment, survey answers	sheets	personnel	makes a systematic effort to share data in a timely manner with staff	
Continued and expanded professional development regarding the International Baccalaureate Diploma Programme, which includes implementation of the Four Cs	<ul style="list-style-type: none"> <li>● All staff meeting agendas</li> <li>● All staff meeting sign-in sheets</li> <li>● IB meeting sign-in sheets</li> <li>● IB meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● IB Coordinator</li> <li>● IB teachers</li> </ul>	<ul style="list-style-type: none"> <li>● In the 2017-18 school year, more teachers will be trained by the IB; teachers tapped to teach IB classes will meet to plan classes and professional development for teachers</li> <li>● In the 2018-19 school year, the school will provide initial professional development about the IB to all teachers</li> <li>● In the 2019-20 school year and beyond, the school will continue to provide professional development to all teachers</li> </ul>	<ul style="list-style-type: none"> <li>● District financial commitment for workshops for IB teachers</li> <li>● Human capital</li> </ul>
Continued and expanded professional development for teachers on fostering creativity, critical thinking, communication, collaboration in the classroom--focus PLC cycles on one of the four Cs each time	<ul style="list-style-type: none"> <li>● Department meeting agendas</li> <li>● Department meeting sign-in sheets</li> <li>● PLC agendas</li> <li>● IB meeting sign-in sheets</li> <li>● IB Meeting Agendas</li> <li>● Staff participation in County in-service opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Department chairs</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● In the 2017-18 school year, create a plan for professional development focusing on the four Cs</li> <li>● In the 2018-19 school year, implement professional development</li> <li>● In the 2019-20 school year and beyond, refine plan</li> </ul>	<ul style="list-style-type: none"> <li>● Staff development days</li> <li>● Collaboration days</li> <li>● Resources for staff to attend conferences and workshops (money, time, substitute teachers)</li> </ul>
Modify current curriculum to emphasize practical applications of skills, especially to jobs and careers in all classes	<ul style="list-style-type: none"> <li>● Completed curricular modifications in writing</li> <li>● Meeting Agendas</li> <li>● Sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>● Department chairs</li> <li>● Administration</li> <li>● Teachers</li> <li>● ToSAs</li> </ul>	<ul style="list-style-type: none"> <li>● In the 2017-18 school year, create a plan for professional development focusing on curriculum modification</li> <li>● In the 2018-19 school year, implement professional development and begin to modify</li> </ul>	<ul style="list-style-type: none"> <li>● Staff development days</li> <li>● Collaboration days</li> <li>● Resources for staff to attend conferences and workshops (money, time, substitute teachers)</li> </ul>

Specific steps including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
			curriculum <ul style="list-style-type: none"> <li>In the 2019-20 school year and beyond, increase and refine modifications</li> </ul>	
The school will use the expertise and the resources of the community, and will continue to develop cooperative relationships with businesses, clubs, and educational resources in the community to enhance the learning of all students, including the Diploma Programme students.	<ul style="list-style-type: none"> <li>Event documentation (e.g. job fair, guest speakers)</li> <li>Meeting agendas</li> <li>Lesson plans</li> <li>Assembly agendas</li> <li>Documentation of relationships and resources</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>CTE/Business/ internship and work experience teachers</li> <li>Teachers</li> <li>IB Coordinator</li> <li>IB teachers</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year, plan for increased guest speakers and career exploration events such as job/career fairs; start building relationships with businesses, clubs, educational resources</li> <li>In the 2018-19 school year, implement plan</li> <li>In the 2019-20 school year and beyond, refine implementation of plan as needed</li> </ul>	<ul style="list-style-type: none"> <li>Foundation funding</li> <li>Administration approval of guest speakers</li> <li>Calendar planning of events</li> <li>Cooperation of businesses and clubs and educational resources in the community</li> </ul>
Technical school and community college visits--field trips for students and/or college reps visit LCC	<ul style="list-style-type: none"> <li>Meeting documentation</li> <li>Advertisements of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year, review college visits and college representative visits and plan for inclusion of more community college and technical school visits.</li> <li>In the 2018-19 school year, implement plan</li> <li>In the 2019-20 school year and beyond, refine plans and visits.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation of technical schools and community colleges</li> <li>Financial support for field trips</li> </ul>
Explore course pathway options, including continued development of CTE pathways and other career-related pathways, to build connections between content and career interest.	<ul style="list-style-type: none"> <li>Research documentation</li> <li>Course approvals</li> <li>Course descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CTE teachers</li> <li>Teachers</li> <li>Counselors</li> <li>District Office</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year, explore course pathway options, explore CTE pathways and other career-related pathways; explore student interest in course pathways</li> <li>In the 2018-19 school year, implement new</li> </ul>	<ul style="list-style-type: none"> <li>District approval</li> <li>Administration approval</li> <li>Funding to support classes</li> <li>Human capital</li> </ul>

Specific steps including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
			career and CTE courses; continue to explore pathways <ul style="list-style-type: none"> <li>• In the 2019-20 school year and beyond, continue to implement and explore pathways</li> </ul>	

**Goal Three: Increase the level of academic proficiency for all students, particularly students of subgroups (English Learners, Special Education, economically disadvantaged, Hispanic/Latino students) in core classes.**

**Rationale:**

The school's assessment data indicates that students score above state averages on standardized assessments, but often below schools of similar demographics. The school is particularly focused on helping students improve scores who are English Learners, students with special needs, economically disadvantaged students, and Hispanic/Latino students.

**Links to Critical Learner Needs and ESLRs:**

- Critical Learner Need: Raise level of academic achievement of subgroup students (EL, SpEd,) including critical thinking and analysis skills
- ESLR #1: La Costa Canyon High School graduates will be: Students who will acquire knowledge consistent with state standards
- ESLR #3: La Costa Canyon High School graduates will be: Self-Directed Lifelong Learners
- SPSA Goal #1: Annual increase in student achievement in ELA and math for all students, with a focus on English Language Learners
- LCAP Goal #1: Closing the achievement gap.

**Measureable Ways of Assessing Progress:**

- Increase in the SBAC scores, especially students of indicated subgroups
- Increase in the English Learner reclassification rate
- Increase in the graduation rates, especially students of indicated subgroups
- Increased rates of A-G eligibility
- Decrease in students who earn D and F grades

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
Regular, systematic sharing of student performance data with all staff and PLCs so PLCs can use data, in part, to drive instruction	<ul style="list-style-type: none"> <li>• All staff meeting agendas</li> <li>• PLC meeting agendas</li> <li>• Data comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• EL Lead</li> <li>• Teachers</li> <li>• SpEd teachers</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2017-18 school year, plan a system and calendar for sharing data; continue sharing data in PLCs (even if not systematic or regular)</li> <li>• In the 2018-19 school year, implement system and calendar for regular sharing of</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Staff to run reports</li> <li>• PLC time</li> </ul>

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
			data <ul style="list-style-type: none"> <li>In the 2019-20 school year and beyond, refine system.</li> </ul>	
Teachers will attend professional development conferences and workshop with an emphasis on ELs, SpEd, economically disadvantaged, and Hispanic/Latino students	<ul style="list-style-type: none"> <li>Professional development agendas</li> <li>Sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>SDUHSD department chairs</li> <li>ToSAs</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year and beyond, teachers will attend at least one professional development workshop</li> </ul>	<ul style="list-style-type: none"> <li>District support</li> <li>Monetary resources for time card/substitute teachers</li> </ul>
Develop focused, systematic, targeted intervention procedures for students	<ul style="list-style-type: none"> <li>EL data (CELDT, LAS)</li> <li>DWB</li> <li>Common assessments</li> <li>SBAC</li> <li>D/F lists</li> <li>Documented intervention plan</li> </ul>	<ul style="list-style-type: none"> <li>Administration Team</li> <li>Counselors</li> <li>SPED department</li> <li>EL teachers/EL Lead teacher</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year, continue to monitor effectiveness of interventions and plan to increase effectiveness</li> <li>In the 2018-19 school year, implement plans</li> <li>In the 2019-20 school year and beyond, refine plans</li> </ul>	<ul style="list-style-type: none"> <li>Human capital-administration, teachers</li> </ul>
Targeted tutoring directed specifically toward Math. This will include after school and Saturday options.	<ul style="list-style-type: none"> <li>Sign-in sheets for after school and Saturday math tutoring</li> <li>D/F lists for math classes</li> <li>CAASPP results in Math</li> </ul>	<ul style="list-style-type: none"> <li>Math Department</li> <li>Administration</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>In the 2017-18 school year, expand tutoring opportunities to three days/week after school and one Saturday/month</li> <li>In the 2018-19 school year, review data to determine need for additional math tutoring</li> <li>In the 2019-20 school year and beyond, refine tutoring system</li> </ul>	<ul style="list-style-type: none"> <li>SPSA categorical tutoring funds</li> <li>Math department involvement</li> </ul>
Integrate ESLRs into the classroom environment and curriculum in meaningful ways	<ul style="list-style-type: none"> <li>Teacher syllabi</li> <li>Teacher observation</li> <li>Teacher lessons</li> </ul>	<ul style="list-style-type: none"> <li>Principal and other administration members</li> <li>Support staff</li> <li>Counselors</li> <li>Teachers</li> <li>ASB adviser</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2017-18 school year, teachers and departments will identify how they already reinforce and integrate ESLRs in classroom; make a plan to fully integrate all ESLRs, and start doing so</li> <li>In 2018-19 school year, teachers will fully integrate all ESLRs</li> </ul>	<ul style="list-style-type: none"> <li>PLC time</li> </ul>



Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
			<ul style="list-style-type: none"> <li>In 2019-20 and beyond, teachers will refine their practices</li> </ul>	
Focus PLC goals toward instruction of literacy skills across the curriculum - particularly pertaining to ability to discern and craft argument based on sources	<ul style="list-style-type: none"> <li>Documented guidance from administration / district ToSAs</li> <li>PLC department meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>District support</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 2017-18 school year, administration and district support will disseminate information and expectations regarding incorporation of literacy skills across the curriculum</li> <li>In the 2018-19 school year, teachers will identify how they already support literacy skills and will plan to fill "gaps" in curriculum; teachers will start to implement more literacy strategies</li> <li>In the 2019-20 school year and beyond, teachers will refine curriculum and practices with regard to literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>PLC time</li> </ul>

**Goal Four: Increase course consistency, especially vertical and horizontal teaming within and between departments, in order to increase learning and achievement for all students.**

**Rationale:**

The self-study process has illuminated the variability between teachers and courses, thus shedding light on the need to increase course consistency so all students have a common experience and an LCC diploma holds the same weight for each student. Increasing course consistency in a vertical fashion will set students for success in the next course in their pathway to graduation. While LCC has started working on horizontal teaming with common assessments, the school needs to continue with authentic horizontal course consistency.

**Links to Critical Learner Needs and ESLRs:**

- Critical Learner Need: Raise level of academic achievement of subgroup students (EL, SpEd,) including critical thinking and analysis skills; improve the culture of inclusion, school engagement, and character skills; increase the proficiency of workplace skills
- ESLR #1: La Costa Canyon High School graduates will be: Students who will acquire knowledge consistent with state standards
- SPSA Goal #1: Annual increase in student achievement in ELA and math for all students, with a focus on English Language Learners
- LCAP Goal #1: Closing the achievement gap.

**Measureable Ways of Assessing Progress:**

- SBAC scores by teacher (for department use only)

- Increase in the test scores for all students, especially subgroups
- Increase in the English Learner reclassification rate
- Decrease in students who earn D and F grades
- Increased consistency in course descriptions, outlines, teacher syllabi
- Participation in PLC cycles
- Document department self-assessment
- Common assessments
- Common rubrics
- Normed grading

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
Through discussion of common assessments and best practices in PLCs, teachers work to align rigor and expectations horizontally	<ul style="list-style-type: none"> <li>● PLC meeting notes</li> <li>● Administrative observations - formal and informal</li> </ul>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● By the end of the 2017-18 school year, all staff will consistently be participating in PLCs, and engage in discussions regarding rigor and expectations of students</li> <li>● In addition, in the 2018-19 school year, staff will refine horizontal alignment and share best practices</li> <li>● In the 2019-20 school year and beyond, teachers will continue to refine</li> </ul>	<ul style="list-style-type: none"> <li>● PLC time</li> <li>● Staff engagement</li> </ul>
Integrate ESLRs into the classroom environment and curriculum in meaningful ways	<ul style="list-style-type: none"> <li>● Teacher syllabi</li> <li>● Teacher observation</li> <li>● Teacher lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Principal and other administration members</li> <li>● Support staff</li> <li>● Counselors</li> <li>● Teachers</li> <li>● ASB adviser</li> </ul>	<ul style="list-style-type: none"> <li>● By the end of 2017-18 school year, teachers and departments will identify how they will reinforce and integrate ESLRs in classroom</li> <li>● In 2018-19 school year, teachers will integrate ESLRs</li> <li>● In 2019-20 and beyond, teachers will refine their practices</li> </ul>	<ul style="list-style-type: none"> <li>● PLC time</li> </ul>
Continue meeting in Focus Groups to continue cross-curricular dialogue between teachers and develop ways for courses to scaffold each other	<ul style="list-style-type: none"> <li>● Quarterly meeting notes - looking at areas of need, and developments on campus</li> </ul>	<ul style="list-style-type: none"> <li>● Focus group members</li> <li>● New additions to focus groups</li> </ul>	<ul style="list-style-type: none"> <li>● In the 2017-18 school year, focus groups will meet four times to look over areas of need, and current developments on campus</li> <li>● In the 2018-19 school year, focus groups will meet to continue cross-curricular dialogue and begin to</li> </ul>	<ul style="list-style-type: none"> <li>● Time for Focus Group meetings</li> </ul>

Specific steps/tasks including professional development	Means to monitor and report progress	Persons responsible/involved	Timeline	Resources
			develop ways for courses to scaffold each other <ul style="list-style-type: none"> <li>In the 2019-20 school year and beyond, focus groups will meet to continue cross-curricular dialogue and continue to develop and refine ways for courses to scaffold each other</li> </ul>	
Subject-alike teams will analyze common and formative assessments to make data-driven decisions about instruction and curriculum.	<ul style="list-style-type: none"> <li>Internal assessment data</li> <li>Standardized assessment data</li> <li>PLC meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 2017-18 school year, all PLCs will have participated in four formative assessment cycles</li> <li>In the 2018-19 school year and beyond, teams will continue to analyze and refine instruction and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Professional development time</li> <li>Further technical support and training in analysis tools such as Illuminate and Google Sheets</li> </ul>
Determine best practices for the consistent, effective use of ESP time for all students and train teachers on those best practices	<ul style="list-style-type: none"> <li>Department chair meeting notes</li> <li>All staff meeting notes</li> <li>ESP guidance documents for new staff members</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the 2017-18 school year, LCC will have a comprehensive document to help guide all teachers on the use of ESP time</li> <li>In the 2018-19 school year and beyond, continue to share best practices and new knowledge gained from previous year to refine practices</li> </ul>	<ul style="list-style-type: none"> <li>Professional development time</li> </ul>

**The school’s overall follow-up process for ongoing improvement process:**

While the SPSA has been a focal point for School Site Council meetings, this action plan will be added to those meetings to allow for oversight of actions by students, parents and community members - as well as staff. The School Site Council will be briefed semi-annually on progress from the action plan, in addition to the work they continue to do on developing and revising the SPSA. In addition, the action plan will serve as a guidepost for future department chair meetings. Those meetings have historically focused on issues of school business, but will be redirected by the action plan to keep the focus on quality teaching and learning. At the end of the 2017-18 year, department chairs will reflect on areas of success from the action plan, and areas of need for continued focus for the coming year.

There has been a push among staff to maintain contact with Focus Groups moving forward. Staff like the idea of consistency and accountability by periodically meeting with focus groups to discuss their individual areas of strength and

need, and new developments on campus. To avoid infringing on PLC team, these meetings would need to be quarterly at most, but will be a great opportunity to invite new students and parents to get involved in continuing to improve our school.

### **How the schoolwide action plan aligns with the district LCAP:**

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The LCAP, SPSA, and school data are inextricably linked. The three school goals in the SPSA come directly from the district LCAP, and were established after careful consideration of school data, and areas of strength and need. The action plan embraces these three goals (ELA and Math achievement - particularly for certain subgroups, culture and connectedness, and college and career readiness). These goals continually came up in focus groups and home groups, and they provide a road map for quantifying improvement at LCC. The action plan goes somewhat broader in goals/steps/tasks because of the expanded number of stakeholders who were involved in its development. The SPSA and action plan must be a part of all conversations at LCC regarding continued improvement. While there is no dissonance between the two documents, some of the topics brought up in the action plan that do not reside in the SPSA - such as a focus on the International Baccalaureate - deserves the same focus as the topics that reside in both plans.



**BRYAN MARCUS**

PRINCIPAL Ext. 6000

**JAIME GARMAN**

ASSISTANT PRINCIPAL Ext. 6030

**JUSTIN CONN**

ASSISTANT PRINCIPAL Ext. 6003

**JEREMY MEADOWS**

ASSISTANT PRINCIPAL Ext. 6029

**Supervision & Evaluation of:** Substitutes, Math, Band, Journalism, Custodial, Speech and Debate, Yearbook, Certificated/Classified

Admin Executive Cabinet

Back-to-School Night

Bell Schedule/Master Calendar

Classified and Certificated In-Service Meetings

Campus Tours/Mornings with Marcus

Department Chair Meetings

E-News

Education Leadership, Curriculum Coordination (Formative/Common Core)

Field Trips

General Fund Budget, Allocation & Control

Guest Speakers

Master Facility Plan/Prop AA

Office Operations

LCAP (Local Control and Accountability Plan)

LCC Foundation/Grants

Plant Maintenance & Operations

Public Relations/Information/Website

Purchasing

School Goals & Evaluation

School Accountability Report Card (SARC)

WASC

**Discipline & Attendance: (A-Gi)**  
**Supervision & Evaluation of:** Counseling, World Language,, Science, ELD, AVID, 504 Coordinator

AVID Tutors

Aeries Student/Parent Portal Account

Attendance Office Operations

AVID

BTSA Liaison

CBEDS

ELAC

Grade Reporting Aeries (D/F, Progress and 1<sup>st</sup>/2<sup>nd</sup> Semester Grades).

Graduation Senior Activities/Awards Ceremony, End-of-Year Activities

LCC Info Night/Middle School Visits

Master Schedule/Classroom Utilization

Registration (New/Freshmen)

Staff Syllabi

Student Presentations (9-12)

School Profile

School Business Days/Pictures

Student Admission

Student Brochure

SST/504' s/IEP' s/SART/SARB

Work Permits

**Discipline & Attendance: (Go-Ni)**  
**Supervision & Evaluation of:** \*Athletics, English, Social Science, Physical Education,

AP Testing/Audit/Ordering/Administration and Training

Athletic PE

Athletic Eligibility

College Board Liaison

IB Programme

ISPE

LCAP (Local Control Accountability Program) / SPSA

Online Health

School Site Council

Student Recognition

Student Lockers (PE)/Skateboard/Bike Racks

SST/504' s/IEPs/SART/SARB

Use of Athletic Facilities

WASC

Activities Program/Athletics.\*  
**Athletic Supervision Scheduling\***  
**Athletic Eligibility\***  
**Physicals\***  
**Coaches/Student Meetings\***  
**Maverick Athletic Boosters (MAB)\***  
*\*In conjunction with Athletic Director*

**Discipline & Attendance: (No-Z)**  
**Supervision & Evaluation of:** \*Special Ed. Career Technical Education, Home Economics, Fine/Performing Arts, ASB \*Activities

After School Tutoring

CAASPP Testing (Ordering and Administration)

Friday/Saturday School/Wellness Days

Instructional Assistants

Facilities (non-athletics)

Parking

PSAT/ACT

Safety & Civil Defense, Earthquake Preparedness & Drills/Comprehensive Safe School Plan.

Social Media Outreach

Start Smart

Student Clubs

SST/504' s/IEP' s/SART/SARB

Student Obligations: Textbook, Free and Reduced Lunch Applications

Textbook Accounting (online)

Transportation

Activities Program/ASB:  
**Internal Accounts\***  
**Master Calendar\***  
**Student Connected Assemblies\***  
**Clubs (Sponsored/Non)\***

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## Appendix B: Approved AP Course List

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[Jump to page content](#)

**CONTACT AP COURSE AUDIT**

**AP COURSE AUDIT HOME**

### La Costa Canyon High School

1 Maverick Way  
Carlsbad, CA 920098957  
([visit website](#))

[Return to search results](#)

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### AP Course Ledger

#### Authorized Courses

Subject	2013-14	2014-15	2015-16	2016-17
Art History	--	1	1	1
Biology	1	1	1	1
Calculus AB	1	1	1	1
Calculus BC	1	2	1	1
Chemistry	1	2	1	1
Computer Science A	--	1	1	1
English Language and Composition	3	4	3	2
English Literature and Composition	3	3	2	2
Environmental Science	1	1	1	1
French Language and Culture *	--	--	--	--
Macroeconomics	--	--	--	--



Microeconomics	1	1	1	1
Music Theory	1	1	--	--
Physics 1	--	1	1	1
Physics B	1	--	--	--
Physics C: Electricity and Magnetism	--	--	--	--
Physics C: Mechanics	--	1	1	1
Psychology	2	3	3	1
Spanish Language and Culture *	2	2	2	1
Spanish Literature and Culture *	1	1	--	--
Statistics	--	1	--	--
Studio Art: 2-D Design	1	1	1	1
Studio Art: 3-D Design	1	1	1	1
Studio Art: Drawing	1	--	--	--
U.S. Government and Politics	1	1	1	1
United States History	3	2	3	2
World History	2	2	2	3



## La Costa Canyon High School Bell Schedule



### Week A

Monday		Tuesday		Wednesday		Thursday		Friday	
Period	Start End	Period	Start End	Period	Start End	Period	Start End	Period	Start End
1	7:40 9:09	2	7:40 9:09	1	7:40 9:09	2	7:40 9:09	1	7:40 9:00
Brunch	9:09 9:19	Brunch	9:09 9:18	ESP 1	9:09 9:40	ESP 2	9:09 9:40	Brunch	9:00 9:10
Passing	9:19 9:24	Passing	9:18 9:23	Brunch	9:40 9:50	Brunch	9:40 9:50	Passing	9:10 9:15
3	9:24 10:53	4	9:23 10:52	Passing	9:50 9:55	Passing	9:50 9:55	3	9:15 10:35
MavNation	10:53 11:13	Passing	10:52 10:57	3	9:55 11:24	4	9:55 11:24	Passing	10:35 10:40
Lunch	11:13 11:48	6	10:57 12:26	ESP 3	11:24 11:55	ESP 4	11:24 11:55	5	10:40 12:00
Passing	11:48 11:53	Lunch	12:26 1:01	Lunch	11:55 12:30	Lunch	11:55 12:30	Lunch	12:00 12:35
5	11:53 1:22	Passing	1:01 1:06	Passing	12:30 12:35	Passing	12:30 12:35	Passing	12:35 12:40
Passing	1:22 1:27	7	1:06 2:35	5	12:35 2:04	ESP 5	12:35 2:04	7	12:40 2:04
CbN	1:27 2:35			ESP 5	2:04 2:35	ESP 6	2:04 2:35	ESP 7	2:04 2:35

### Week B

Monday		Tuesday		Wednesday		Thursday		Friday	
Period	Start End	Period	Start End	Period	Start End	Period	Start End	Period	Start End
2	7:40 9:00	1	7:40 9:09	2	7:40 9:09	1	7:40 9:09	2	7:40 9:09
Brunch	9:00 9:10	ESP 1	9:09 9:40	ESP 2	9:09 9:40	Brunch	9:09 9:18	Brunch	9:09 9:18
Passing	9:10 9:15	Brunch	9:40 9:50	Brunch	9:40 9:50	Passing	9:18 9:23	Passing	9:18 9:23
4	9:15 10:35	Passing	9:50 9:55	Passing	9:50 9:55	3	9:23 10:52	4	9:23 10:52
Passing	10:35 10:40	3	9:55 11:24	4	9:55 11:24	Passing	10:52 10:57	Passing	10:52 10:57
6	10:40 12:00	ESP 3	11:24 11:55	ESP 4	11:24 11:55	5	10:57 12:26	6	10:57 12:26
Lunch	12:00 12:35	Lunch	11:55 12:30	Lunch	11:55 12:30	Lunch	12:26 1:01	Lunch	12:26 1:01
Passing	12:35 12:40	Passing	12:30 12:35	Passing	12:30 12:35	Passing	1:01 1:06	Passing	1:01 1:06
7	12:40 2:04	5	12:35 2:04	6	12:35 2:04	7	1:06 2:35	7	1:06 2:35
ESP 7	2:04 2:35	ESP 5	2:04 2:35	ESP 6	2:04 2:35				

<b>Week A and Week B</b> —Students will be on a rotating block/week schedule between A and B	<b>Week A</b> —Extended Study Period. Students can get academic help, ask questions, make-up assignments, work on homework...etc.
	<b>MavNation</b> —LCC TV and/or Student Announcements
	<b>CLBN</b> —Teacher Collaboration (early out for students).

**Bell Schedules**

**Mav Nation (A)**

*89 min classes*

Period	Start	End
1 or 2	7:40	9:09
brunch	9:09	9:19
3 or 4	9:24	10:53
MavTV*	10:53	11:13
lunch	11:13	11:48
5 or 6	11:53	1:22
Clbn	1:27	2:35

**Block (B)**

*89 min classes*

Period	Start	End
1 or 2	7:40	9:09
brunch	9:09	9:18
3 or 4	9:23	10:52
5 or 6	10:57	12:26
lunch	12:26	13:01
7	1:06	2:35

**ESP Block (C)**

*89 min classes + 31 min ESP*

Period	Start	End
1 or 2	7:40	9:09
1 or 2 ESP	9:09	9:40
brunch	9:40	9:50
3 or 4	9:55	11:24
3 or 4 ESP	11:24	11:55
lunch	11:55	12:30
5 or 6	12:35	2:04
5 or 6 ESP	2:04	2:35

**7 ESP Block (D)**

*p 1-6: 80 min, p7: 84 min + 31 min ESP*

Period	Start	End
1 or 2	7:40	9:00
brunch	9:00	9:10
3 or 4	9:15	10:35
5 or 6	10:40	12:00
lunch	12:00	12:35
7	12:40	2:04
7 ESP	2:04	2:35

**Special Bell Schedules**

**Single Period (F)**

*48 min classes*

Period	Time	
1	7:40	8:28
3	8:33	9:21
brunch	9:21	9:31
5	9:36	10:28
2	10:33	11:21
lunch	11:21	11:56
4	12:01	12:49
6	12:54	1:42
7	1:47	2:35

**Assembly / Drill (E)**

*89 min classes + 11 min ESP*

Period	Start	End
1 or 2	7:40	9:09
1 or 2 ESP	9:09	9:20
brunch	9:20	9:30
3 or 4	9:35	11:04
3 or 4 ESP	11:04	11:15
Asmby/ Dr	11:15	12:15
lunch	12:15	12:50
5 or 6	12:55	2:24
5 or 6 ESP	2:24	2:35

**PSAT (G)**

*65 min classes*

Period	Start	End
Testing	7:40	11:40
Lunch	11:40	12:15
1	12:20	1:25
3	1:30	2:35

**Special Assembly After PSAT (H)**

*65 min classes*

Period	Start	End
2	7:40	8:45
brunch	8:45	8:55
4	9:00	10:05
Asmby	10:05	11:40
6	11:45	12:50
lunch	12:50	1:25
5	1:30	2:35

**7 Final, Single Period (K)**

*p1-120 min, p1-6 - 36 min*

Period	Time	
7	7:40	9:40
brunch	9:40	9:50
1	9:55	10:31
3	10:37	11:13
5	11:19	11:55
lunch	11:55	12:30
2	12:35	1:11
4	1:17	1:53
6	1:59	2:35

**Subject Finals (L)**

*120 min classes*

Period	Start	End
1 or 2	7:40	9:40
brunch	9:40	9:50
3 or 4	9:55	11:55
lunch	11:55	12:30
5 or 6	12:35	2:35

**CAASPP Testing (J)**

*51 min classes*

Period	Start	End
1 or 2	7:40	8:31
brunch	8:31	8:41
Testing	8:46	11:06
3 or 4	11:13	12:04
lunch	12:04	12:39
5 or 6	12:46	1:37
7	1:44	2:35

# Appendix D: CAASPP Results

Menu

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Smarter Balanced Assessment Test Results for:

## La Costa Canyon High School

CDS Code: 37-68346-3731007

San Dieguito Union High District

San Diego County

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:  Select Group/Subgroup:  **Apply Selections**

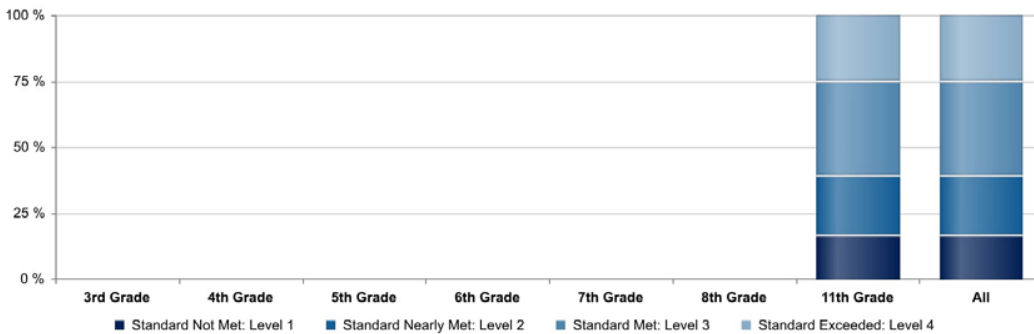
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

### Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	474	474
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	455	455

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	450	450
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2602.1</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

[English Language Arts/Literacy Scale Score Ranges](#)

### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### Reading: Demonstrating understanding of literary and non-fictional texts



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

#### Writing: Producing clear and purposeful writing



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

#### Listening: Demonstrating effective communication skills



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

#### Research/Inquiry: Investigating, analyzing, and presenting information

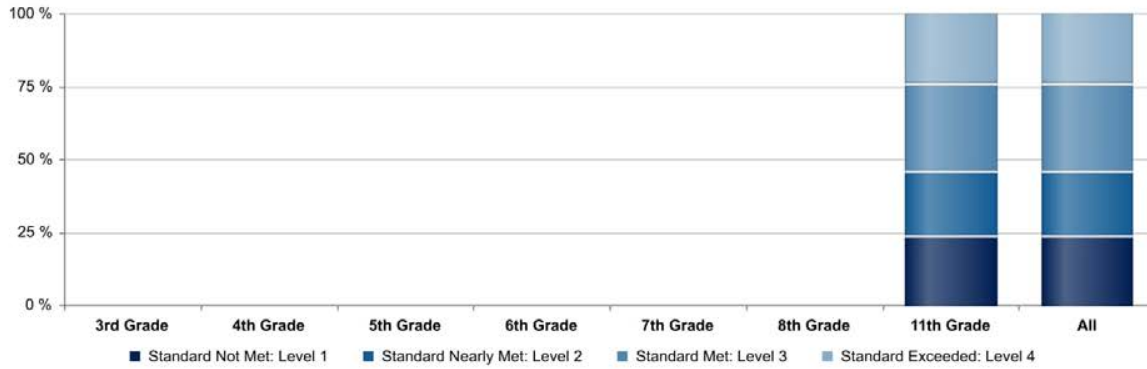


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

**All Students (accessible data)**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	474	474
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	456	456
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	454	454
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2623.7</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

[Mathematics Scale Score Ranges](#)


**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

[Mathematics Area Achievement Level Descriptors](#)



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Smarter Balanced Assessment Test Results for:

## La Costa Canyon High School

CDS Code: 37-68346-3731007

San Dieguito Union High School District District

San Diego County

SUMMARY REPORT CHANGE OVER TIME

### Report Options

Select Year:  Select Group/Subgroup:  **Apply Selections**

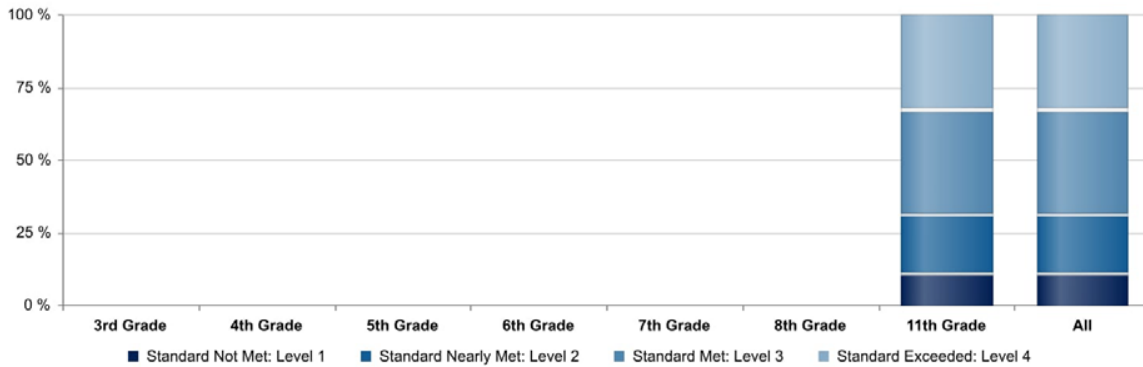
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

### Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	471	471
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	458	458

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	457	457
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2624.1</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %

[English Language Arts/Literacy Scale Score Ranges](#)

### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %

#### WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

#### LISTENING: How well do students understand spoken information?

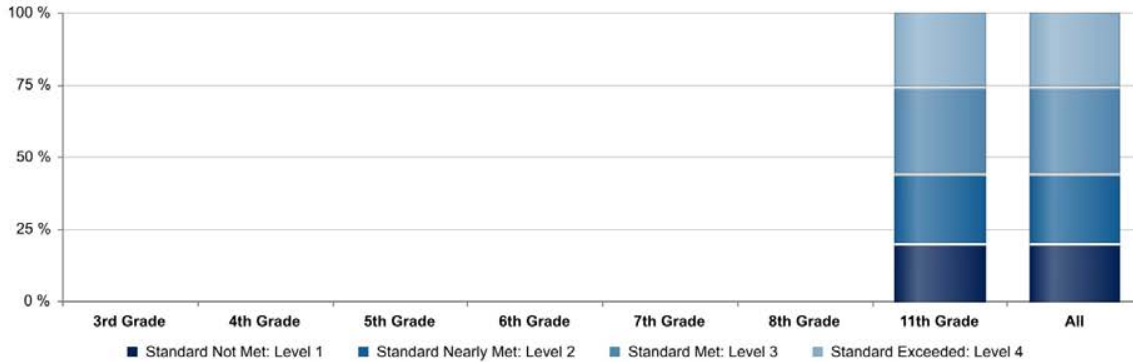
 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	471	471
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	457	457
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	456	456
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2632.1</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %

[Mathematics Area Achievement Level Descriptors](#)

# Appendix E: Calendar

## 2017-2018 School Calendar

### August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29F	30E	31E		

### September

S	M	T	W	T	F	S
					1D	2
3	4	5B	6C	7C	8D	9
10	11D	12C	13C	14B	15B	16
17	18A	19B	20E	21E	22	23
24	25B	26B	27C	28C	29D	30

### October

S	M	T	W	T	F	S
1	2D	3C	4C	5B	6B	7
8	9A	10B	11G	12H	13D	14
15	16D	17C	18C	19B	20B	21
22	23A	24B	25C	26C	27D	28
29	30D	31E				

### November

S	M	T	W	T	F	S
			1E	2B	3B	4
5	6A	7B	8C	9C	10	11
12	13B	14B	15C	16C	17D	18
19	20	21	22	23	24	25
26	27D	28C	29C	30B		

### December

S	M	T	W	T	F	S
					1B	2
3	4A	5B	6C	7C	8D	9
10	11D	12C	13C	14B	15B	16
17	18A	19B	20C	21C	22D	23
24	25	26	27	28	29	30
31						

### January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8D	9C	10C	11B	12A	13
14	15	16C	17C	18D	19D	20
21	22L	23L	24K	25L	26L	27
28	29	30	31F			

### February

S	M	T	W	T	F	S
				1B	2B	3
4	5A	6B	7E	8E	9D	10
11	12D	13C	14C	15B	16	17
18	19	20B	21C	22C	23D	24
25	26D	27C	28C			

### March

S	M	T	W	T	F	S
				1B	2B	3
4	5A	6B	7C	8C	9D	10
11	12D	13C	14C	15B	16B	17
18	19A	20B	21E	22E	23D	24
25	26D	27C	28C	29B	30B	31

### April

S	M	T	W	T	F	S
1	2A	3B	4C	5C	6D	7
8	9	10	11	12	13	14
15	16D	17C	18C	19B	20B	21
22	23A	24J	25J	26J	27J	28
29	30A					

### May

S	M	T	W	T	F	S
		1C	2C	3B	4B	5
6	7A	8B	9C	10C	11D	12
13	14D	15C	16C	17B	18B	19
20	21A	22B	23C	24C	25D	26
27	28	29D	30E	31E		

### June

S	M	T	W	T	F	S
					1B	2
3	4D	5C	6C	7B	8D	9
10	11L	12L	13K	14L	15L	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legend	
	In Service, No Students
F	Single Period Day
K	7 Final, Single Period
	Holiday
B	1,3,5,7
C	1,3,5 w/ ESP
D	1,3,5,7 w/7 ESP
A	1,3,5 w/ Mid IV & Ctn
E	1,3,5 w/ Assembly
G	PSAT, 1, 3
J	1, GAASPP, 3, 5, 7
L	1,3,5 Finals
A	2,4,6 w/ Mid IV & Ctn
B	2,4,6,7
C	2,4,6 w/ ESP
D	2,4,6,7 w/7 ESP
E	2,4,6, w/ Assembly
H	2,4,6,5 (after PSAT)
J	2, GAASPP, 4, 6, 7
L	2,4,6 Finals

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## Appendix F: California Healthy Kids Survey

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Healthy Kids Survey  
La Costa Canyon High School  
Selected Findings 2017  
N=1628<sup>\*†‡</sup>

Date of Survey: Spring 2017

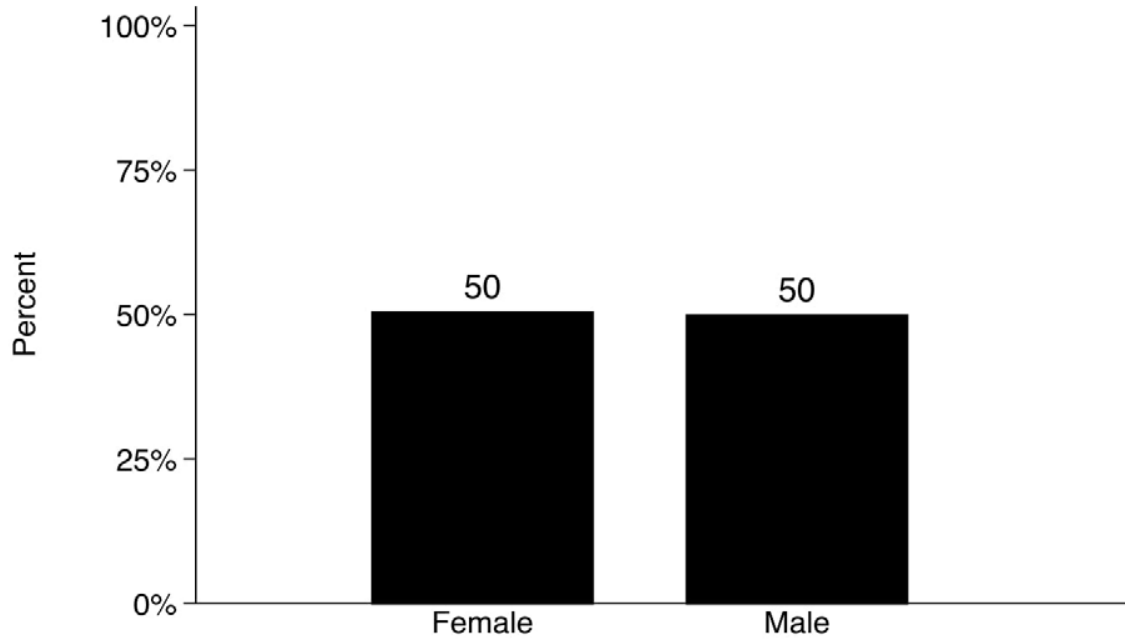
DRAFT

Notes:

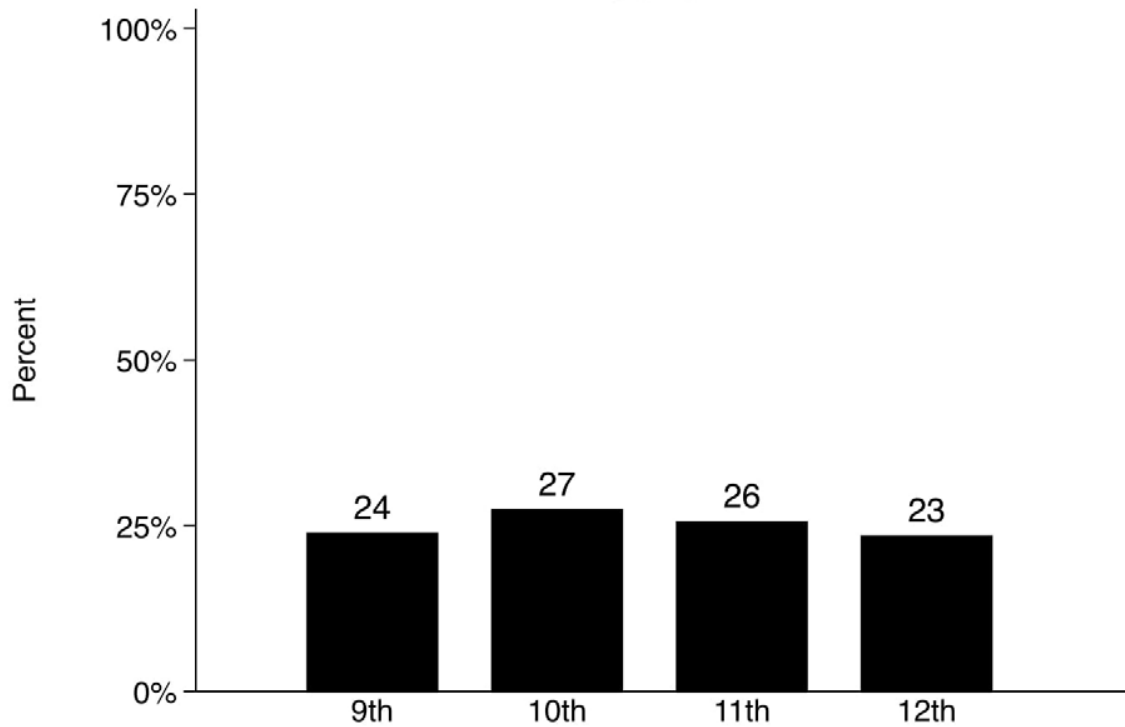
- \* 94% of students in attendance on the survey date
- † 90% of students enrolled
- ‡ 11% of collected surveys deemed unreliable



Gender Distribution  
LCC 2017

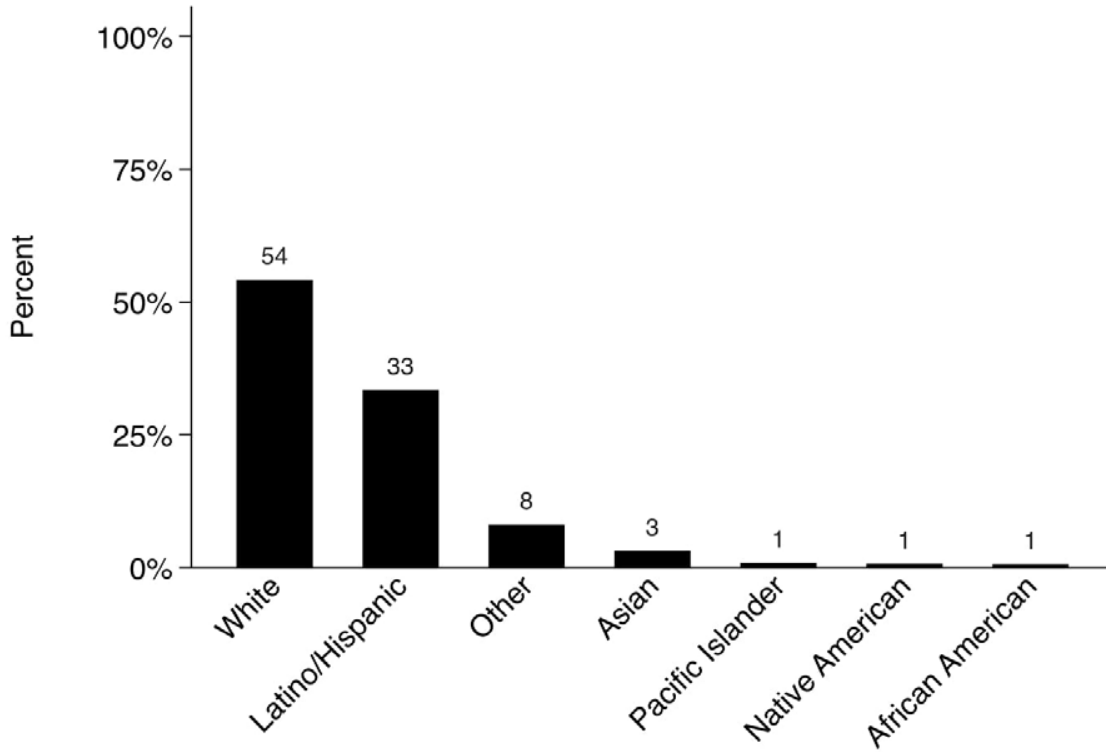


Grade Level Distribution  
LCC 2017

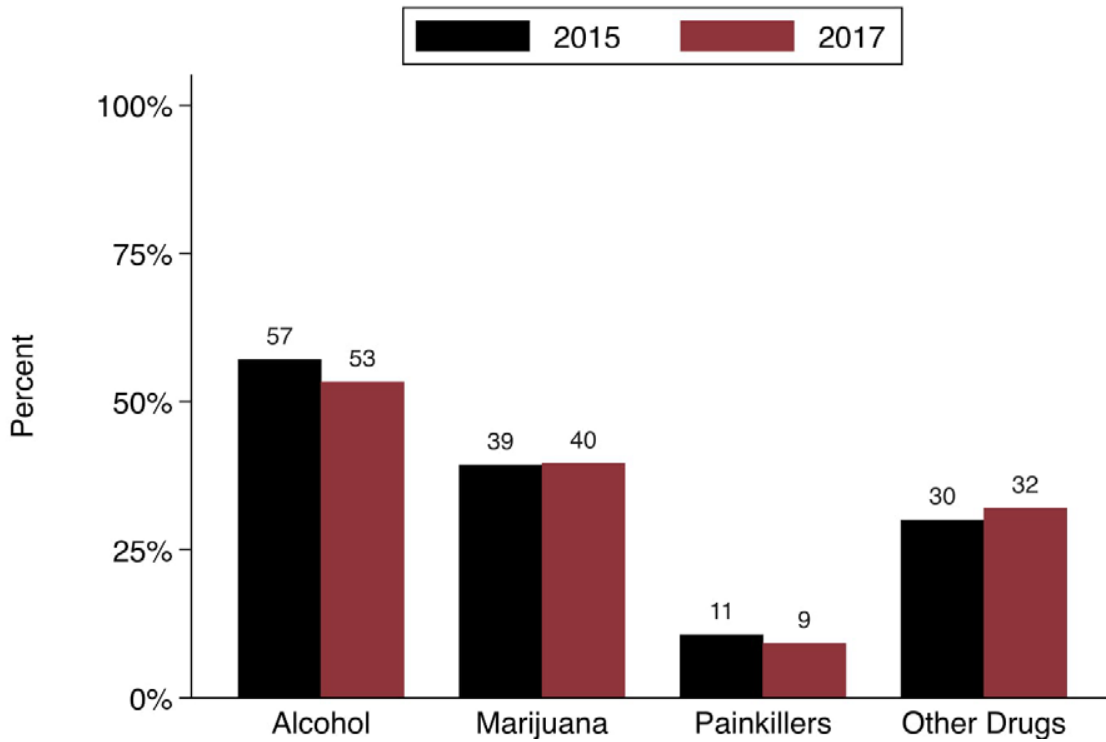




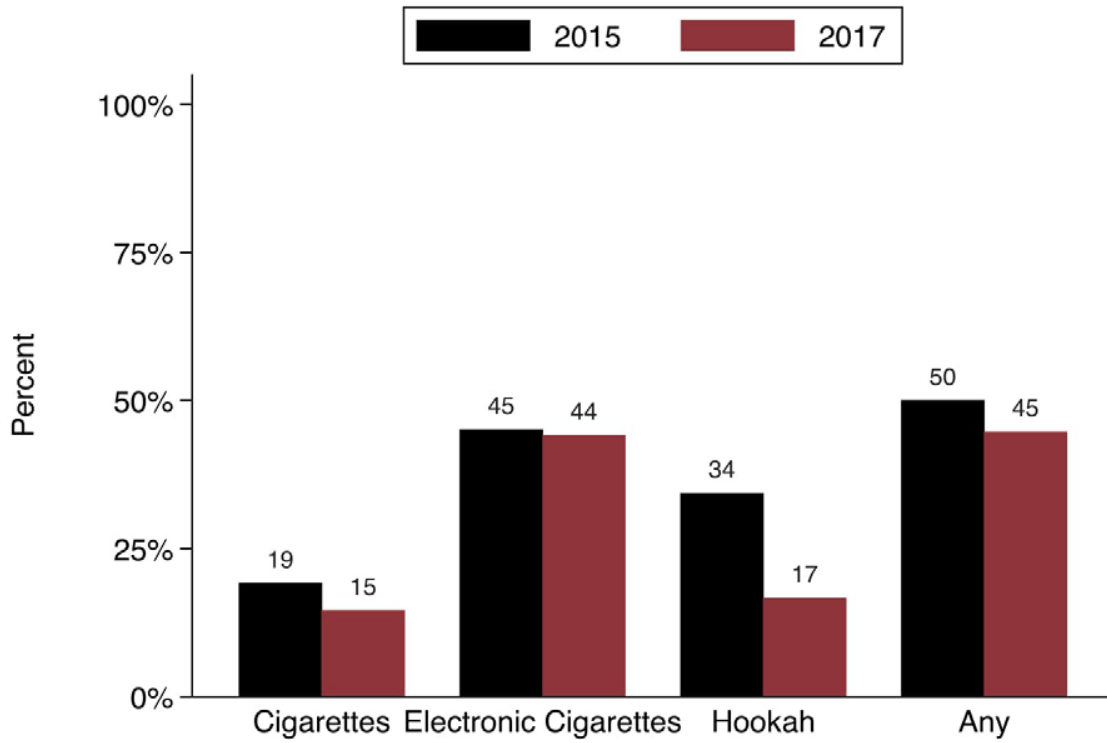
### Ethnicity Distribution LCC 2017



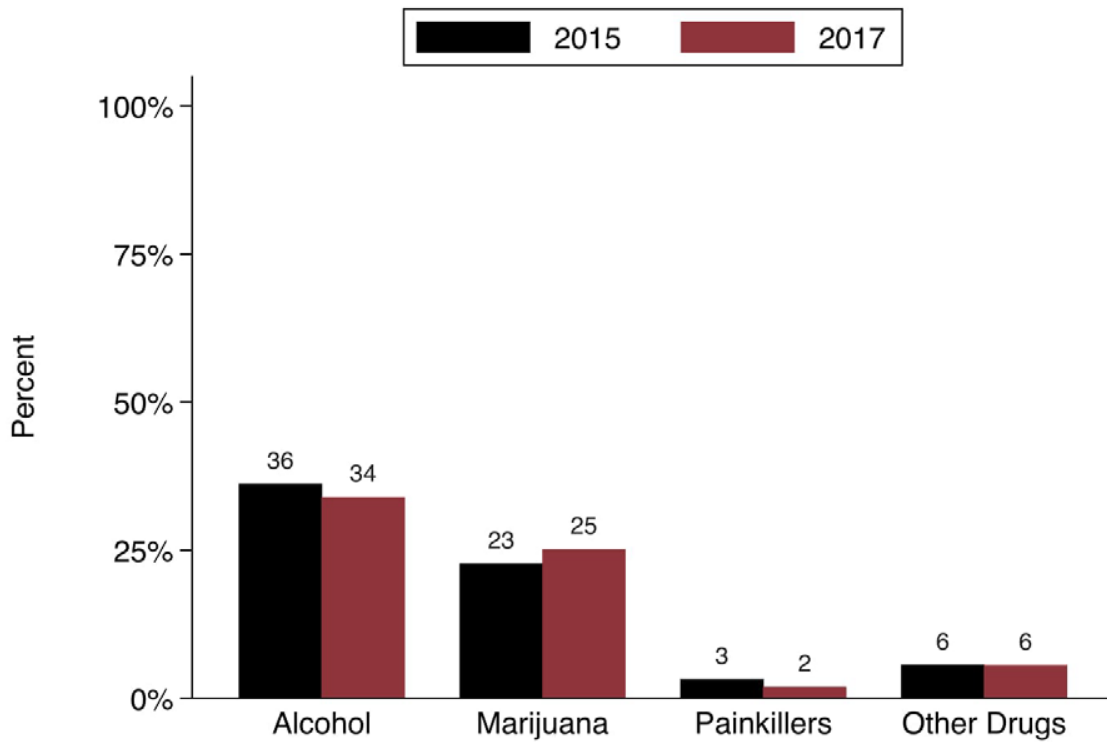
### Lifetime Substance Use LCC 2017



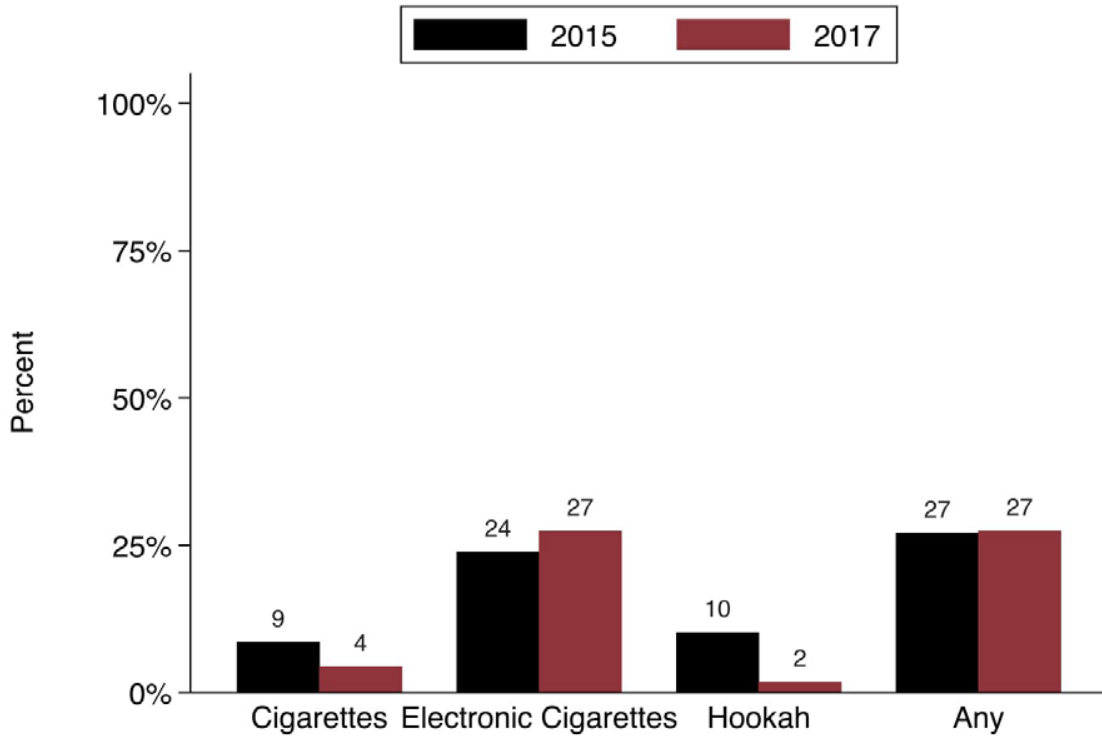
### Lifetime Smoking LCC 2017



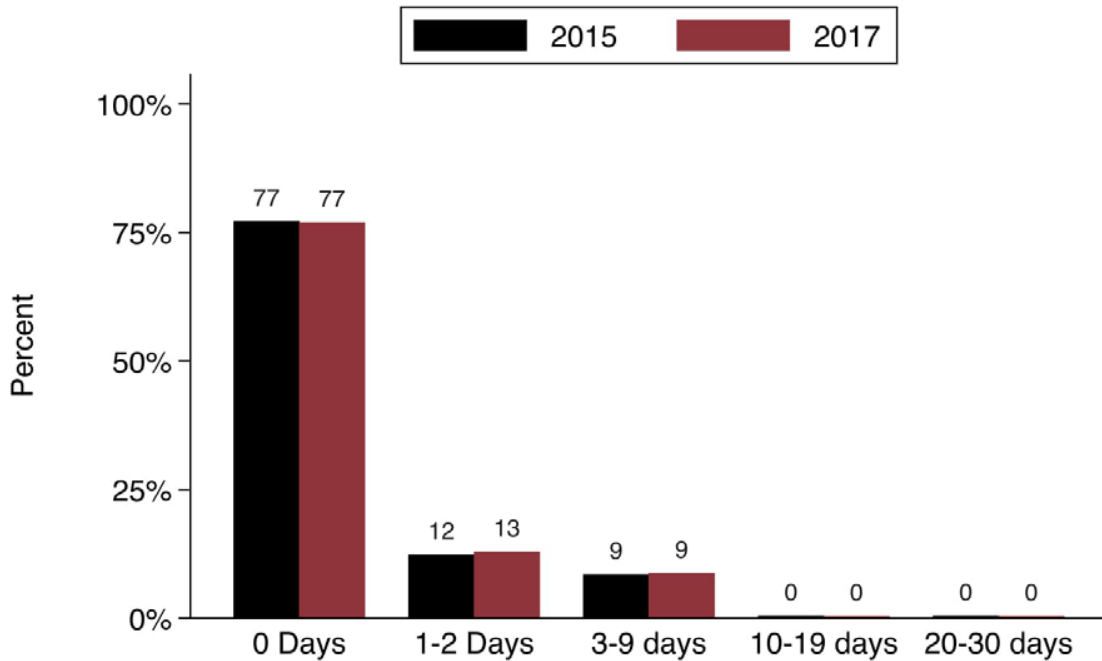
### Past Month Substance Use LCC 2017



### Past Month Smoking LCC 2017

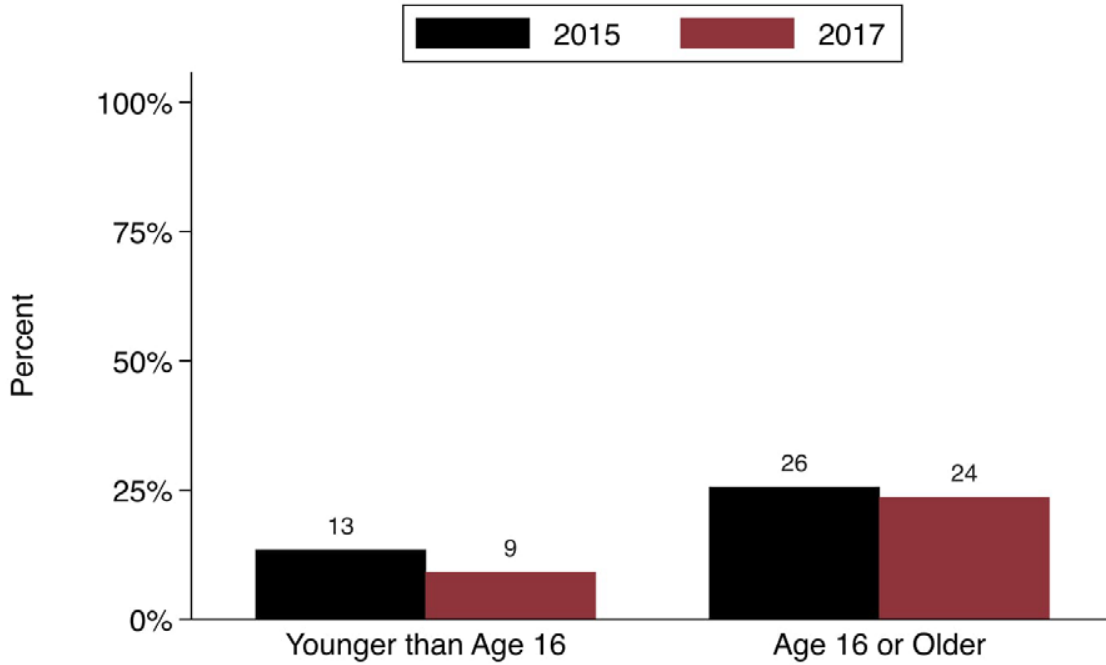


### Number of Binge Drinking Episodes (>4 Drinks/Occasion) (Past 30 Days) LCC 2017



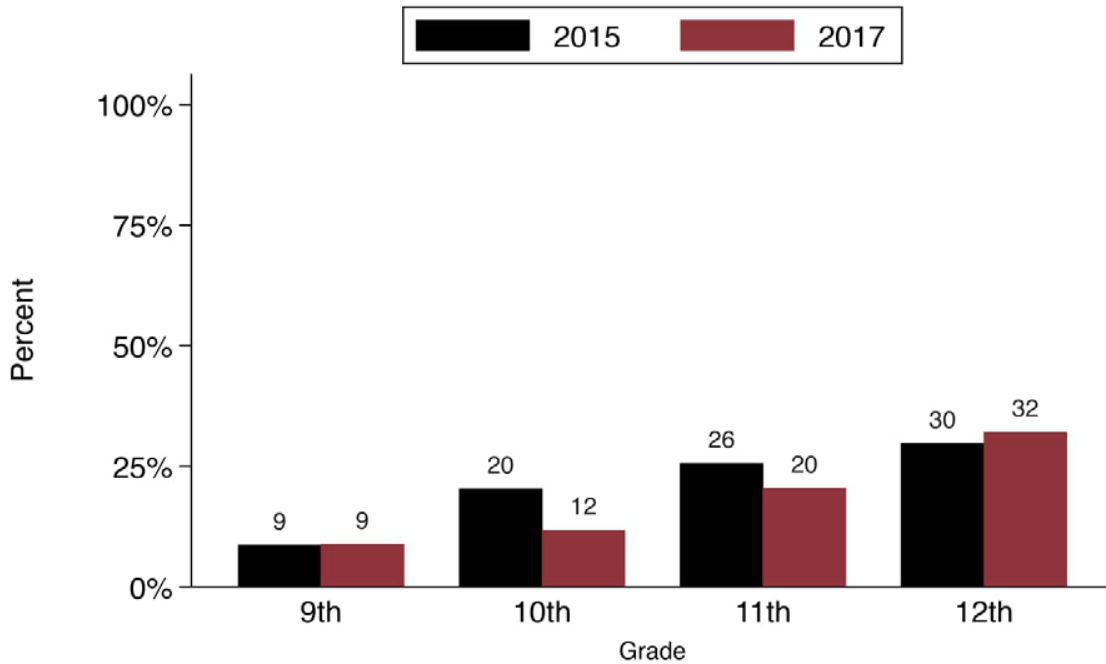
### Lifetime Drunk Driving or Riding in a Car With a Friend Driving Drunk

(By Age)  
LCC 2017



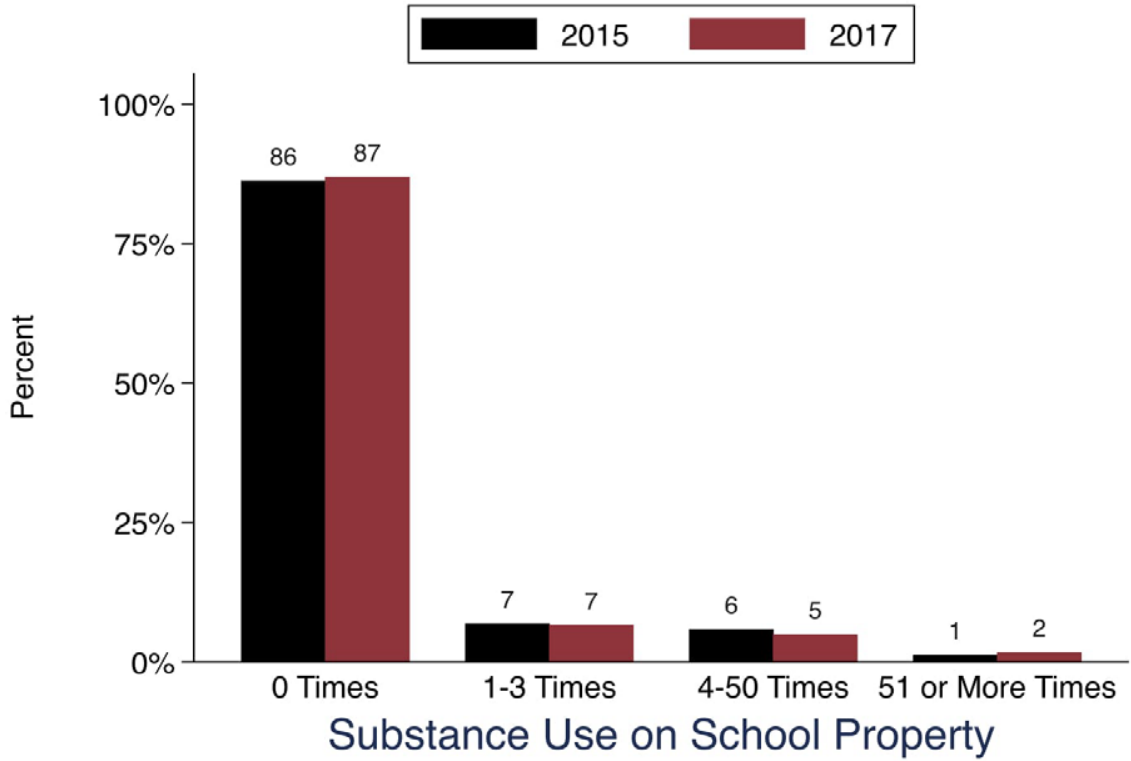
### Lifetime Drunk Driving or Riding in a Car With a Friend Driving Drunk

(By Grade)  
LCC 2017



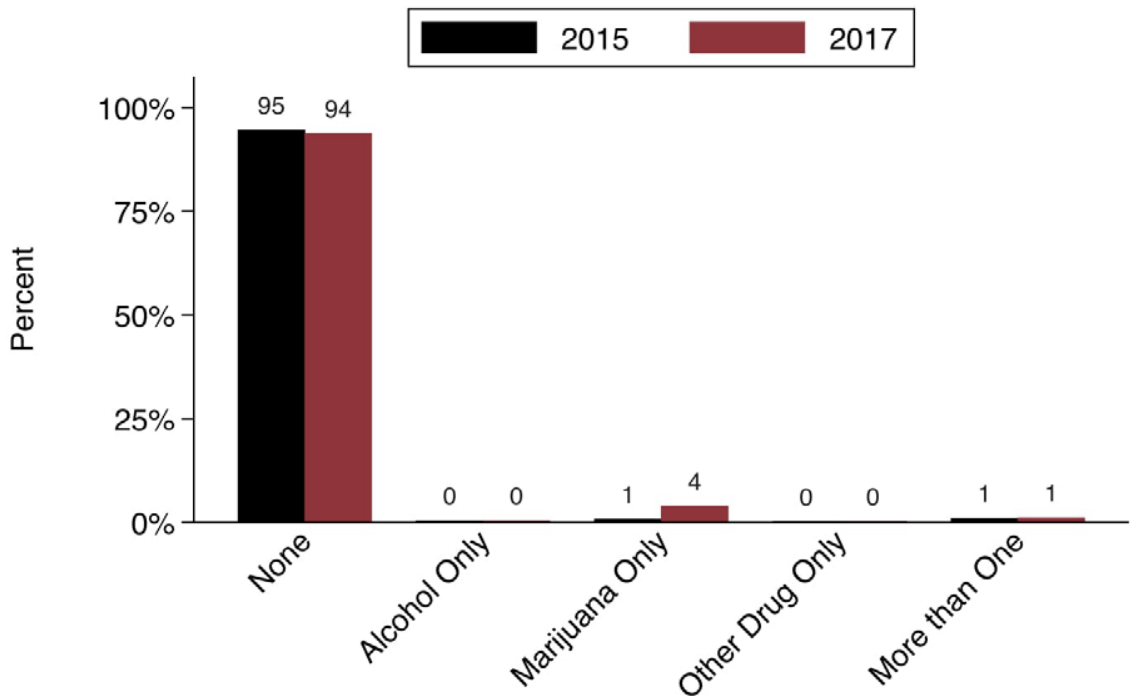
## Ever Been Drunk or High on Drugs on School Property

LCC 2017

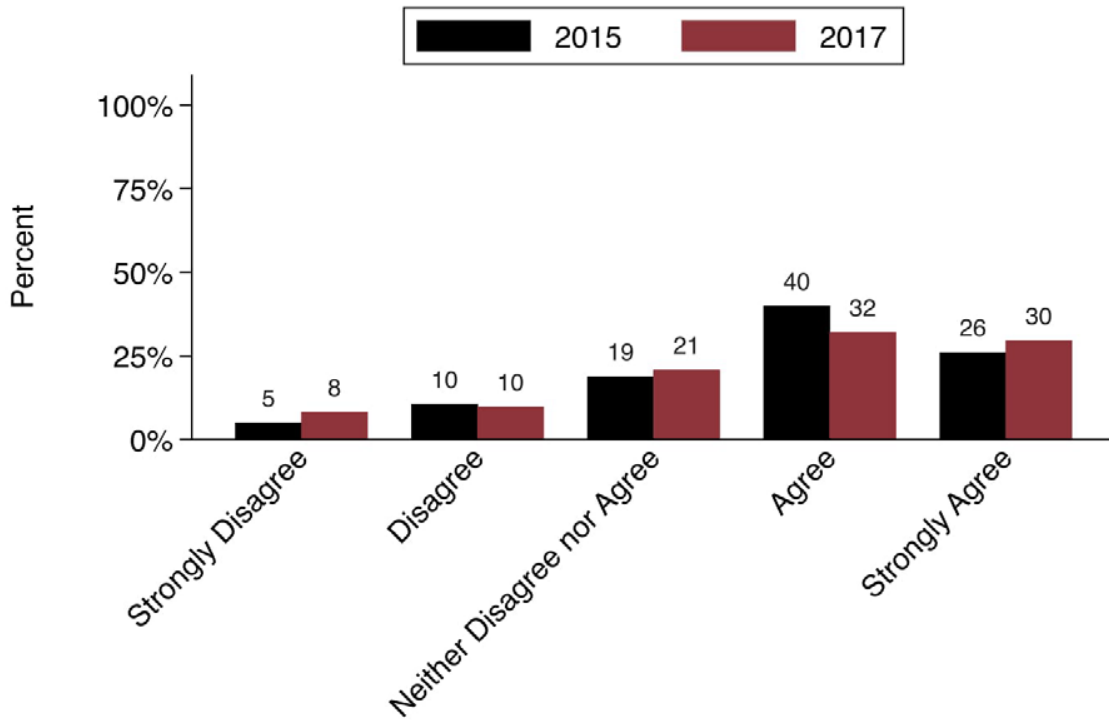


(Past 30 Days)

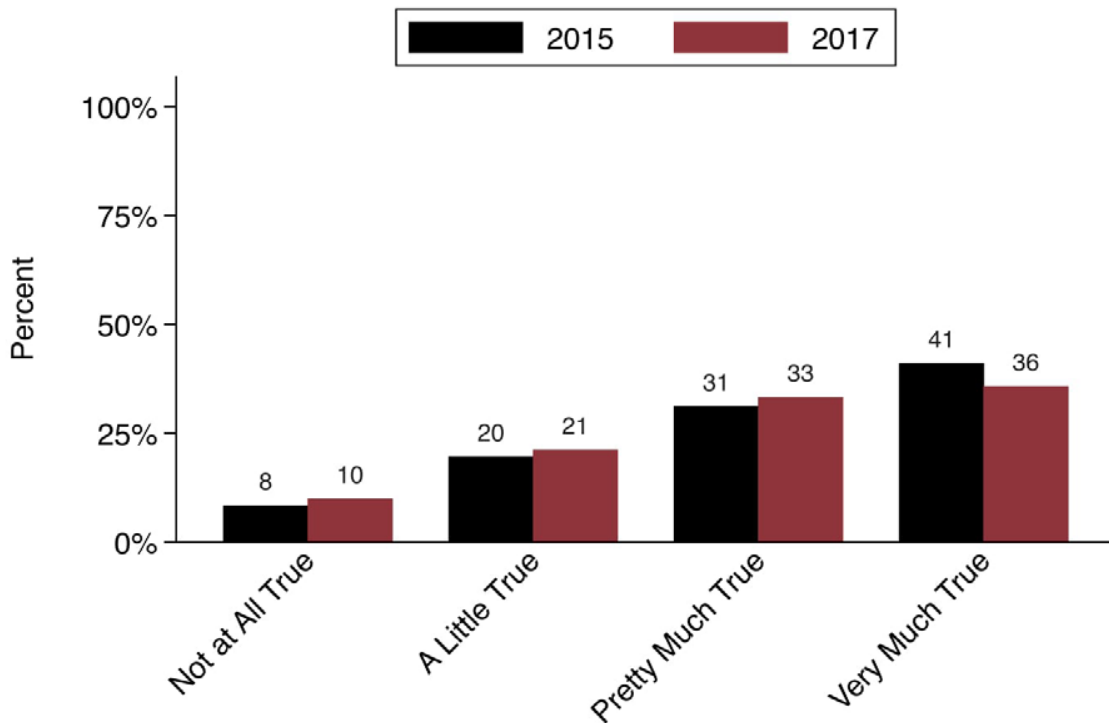
LCC 2017



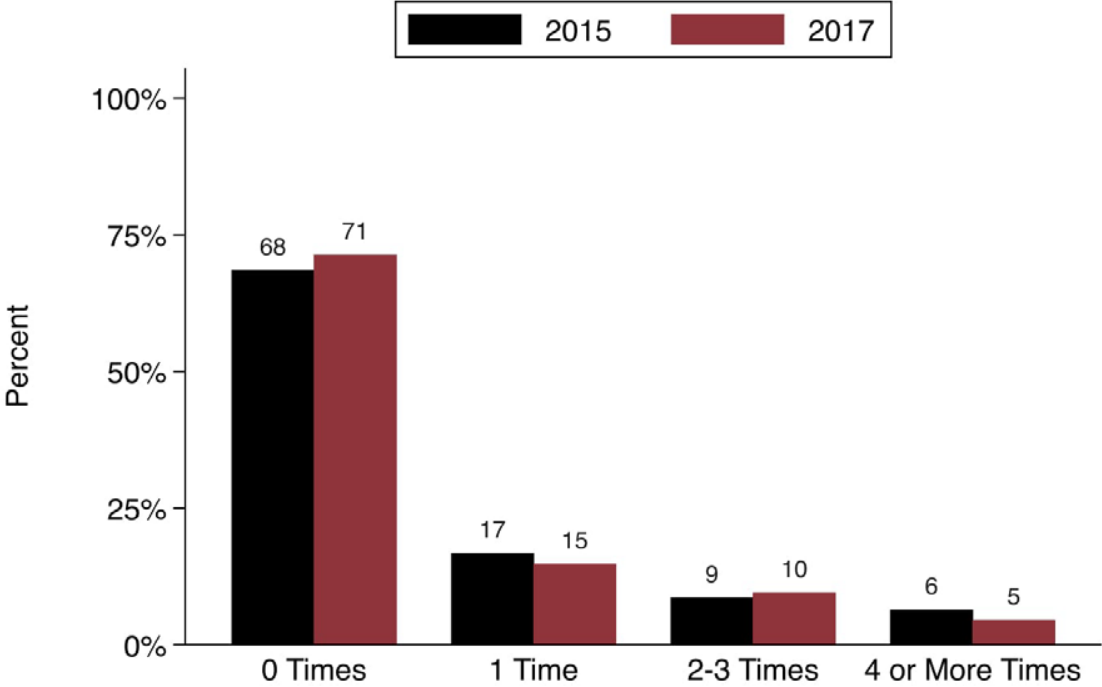
### I Feel Like I Am a Part of This School LCC 2017



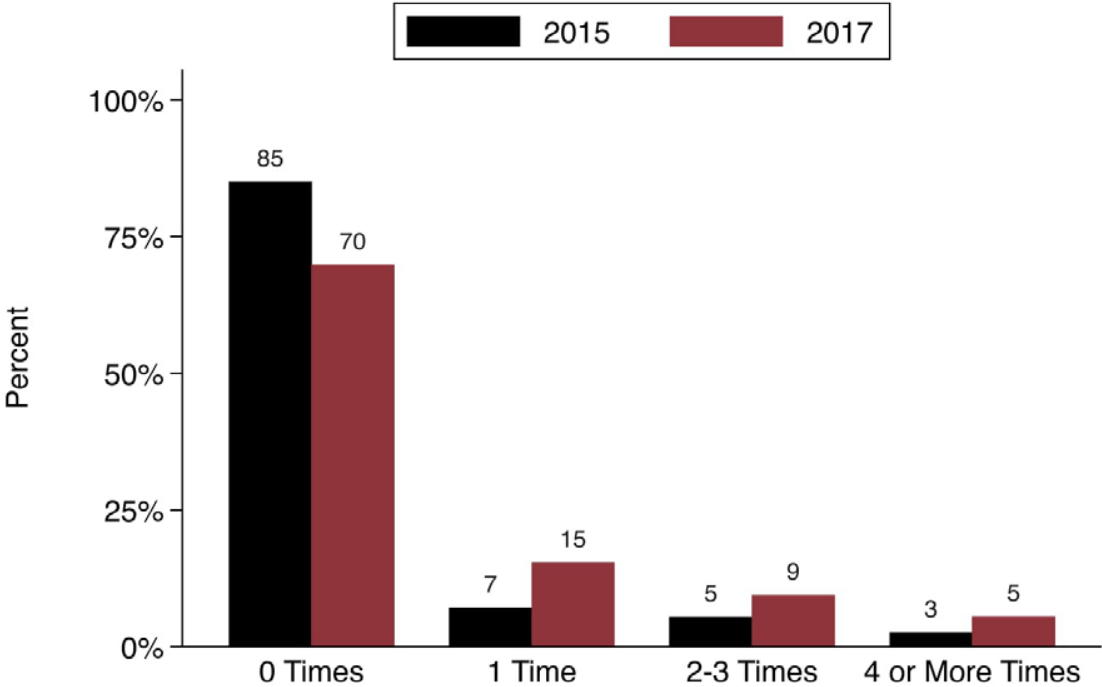
### A Teacher or Other Adult at School Cares About Me LCC 2017



### Number of Times You Have Had Mean Rumors Spread About You LCC 2017

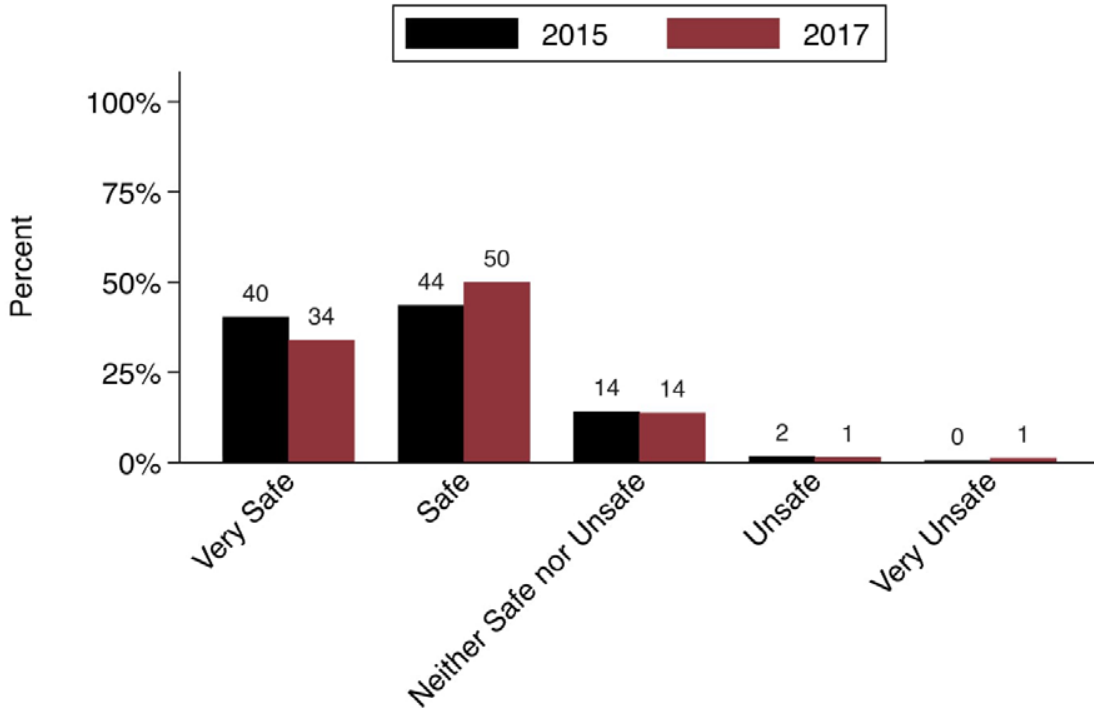


### Number of Times Other Students Spread Mean Rumors About You on the Internet LCC 2017

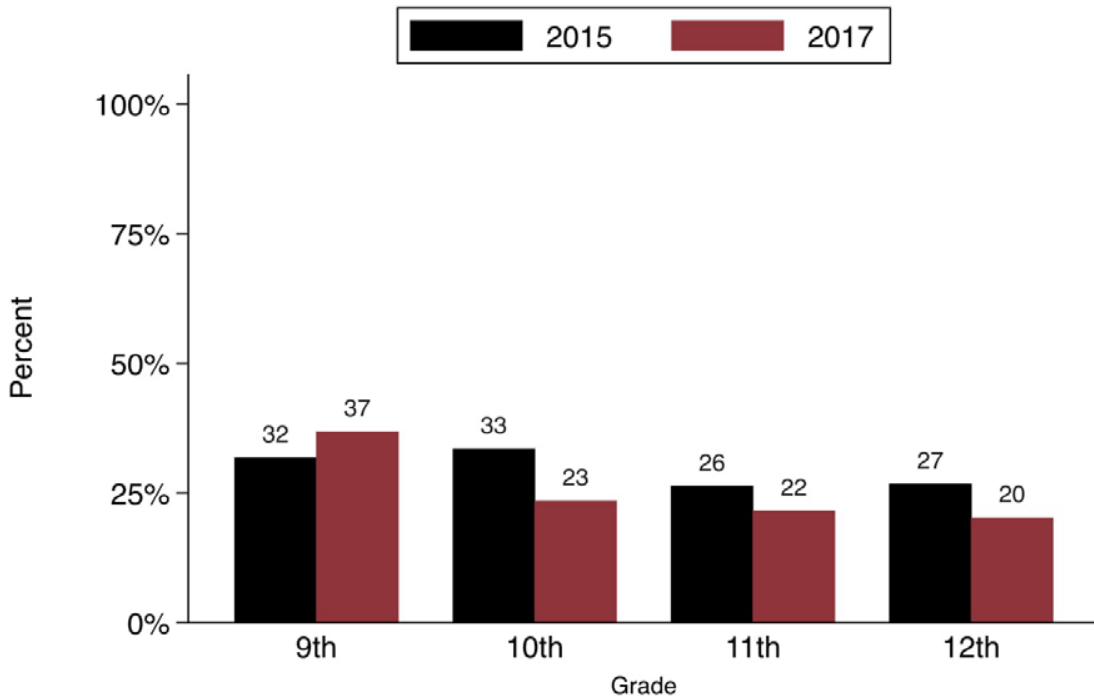




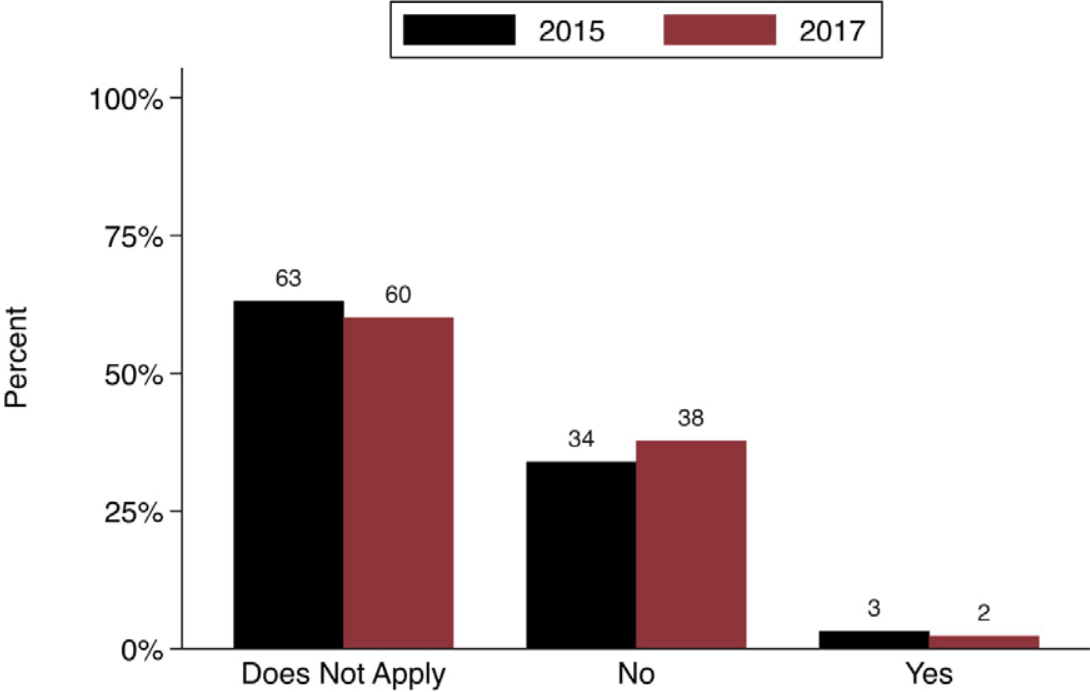
## How Safe Do You Feel When You Are At School? LCC 2017



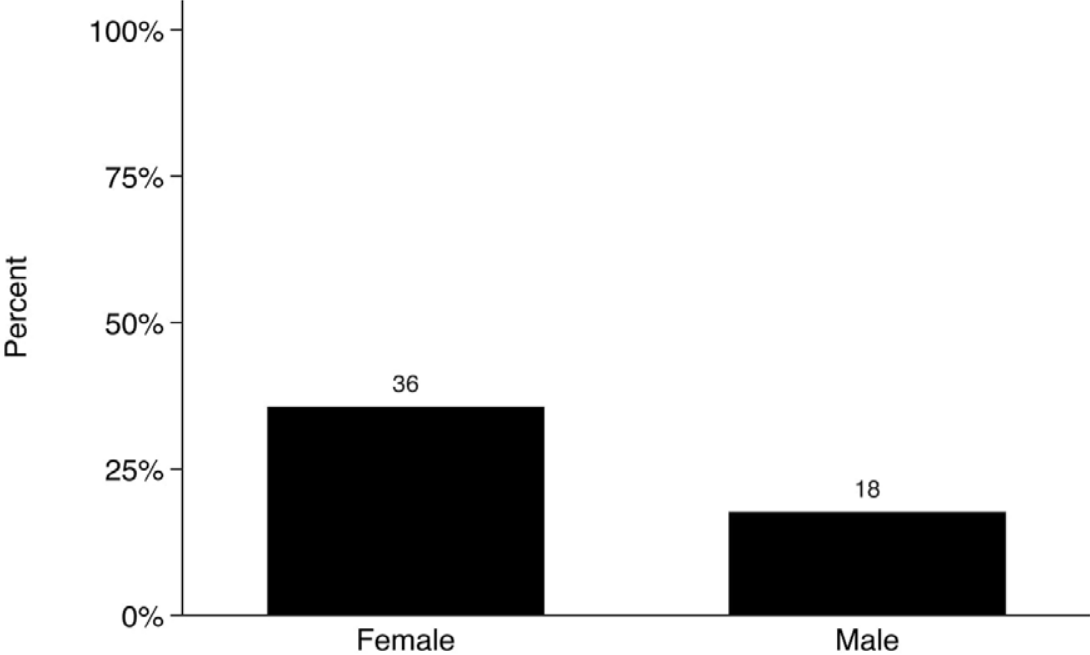
## Harassed or Bullied on School Property (Past 12 Months) LCC 2017



Been Physically Hurt by Boyfriend or Girlfriend  
(Past 12 Months)  
LCC 2017



Felt So Sad  
You Stopped Doing Some Usual Activities  
(Past 12 Months)  
LCC 2017



La Costa Canyon High School  
Healthy Kids Survey  
2017

**Lifetime Substance Use**

	9th	10th	11th	12th	Overall
	(%)	(%)	(%)	(%)	Mean
	(%)	(%)	(%)	(%)	(%)
Alcohol	30.9	49.4	59.3	74.7	53.3
Marijuana	18.3	33.6	47.4	59.8	39.5
Cigarettes	3.4	10.4	16.8	28.3	14.6
Smokeless tobacco	0.6	3.6	10.0	17.1	7.7
Hookah	4.6	12.4	19.5	30.8	16.7
Vaping devices	21.8	40.4	55.2	60.6	44.1
Methamphetamine	0.9	0.8	1.8	3.8	1.7
Inhalants	2.0	2.8	4.4	4.6	3.5
LSD	2.9	4.8	5.6	11.3	6.0
Ecstasy	1.7	3.3	3.8	7.0	3.9
Heroin	0.0	0.3	0.6	0.9	0.4
Cocaine/crack	0.3	1.3	2.9	7.5	3.0
Prescription pain killers	5.5	7.1	10.8	13.6	9.2
Barbiturates	0.3	0.3	0.0	0.0	0.2
Tranquilizers	2.9	7.1	6.7	8.4	6.4
Cough medicines	18.1	14.8	15.6	12.5	15.2
Diet pills	2.6	1.0	2.9	3.2	2.4
Ritalin or adderall	4.0	6.9	11.4	19.9	10.4
Other drugs*	25.4	29.6	34.9	41.3	32.7

### Past 30 Days Substance Use

	9th	10th	11th	12th	Overall
	(%)	(%)	(%)	(%)	Mean
	(%)	(%)	(%)	(%)	(%)
Alcohol	16.9	28.5	37.5	54.2	33.9
Marijuana	9.8	23.5	31.5	35.8	25.1
Cigarettes	1.1	3.1	4.4	9.3	4.4
Smokeless tobacco	0.0	0.8	1.5	4.0	1.6
Hookah	0.9	1.3	2.3	2.9	1.8
Vaping devices	12.9	25.4	34.5	37.5	27.4
Methamphetamine	0.0	0.3	0.3	0.9	0.4
Inhalants	0.0	0.8	1.2	0.3	0.6
LSD	0.9	1.0	0.3	2.0	1.1
Ecstasy	0.0	0.3	0.3	0.3	0.3
Cocaine	0.0	0.0	0.3	1.7	0.6
Prescription pain killers	0.9	1.5	2.3	2.6	1.9
Two or more drugs together	4.6	11.5	12.9	19.0	11.9
Other drugs*	2.9	5.2	6.2	8.2	5.6

### Recent Binge Drinking (Past 30 Days)

	9th	10th	11th	12th	Overall
	(%)	(%)	(%)	(%)	Mean
	(%)	(%)	(%)	(%)	(%)
All students	9.7	16.8	25.0	43.6	23.4
Recent drinkers	49.2	58.0	66.1	79.0	67.1

### Drinking and Driving

	9th	10th	11th	12th	Overall
	(%)	(%)	(%)	(%)	Mean
	(%)	(%)	(%)	(%)	(%)
During your life, have you ever driven a car when you had been drinking, or been in a car driven by a friend when he or she had been drinking?	8.8	11.7	20.4	32.0	17.3

### School Connectedness: Proportion of Concern

	9th	10th	11th	12th	Overall
	(%)	(%)	(%)	(%)	Mean
	(%)	(%)	(%)	(%)	(%)
Happy to be at school	8.1	12.9	14.3	11.8	11.5
Feel like a part of school	14.5	16.8	26.4	15.7	17.8
An adult at school cares about me	14.4	9.3	7.4	7.6	9.9
Teachers at school treat me fairly	22.6	21.8	18.9	16.7	20.1
I feel close to people at school	12.1	12.1	24.4	15.5	15.3
Someone at school tells me when I do a good job	9.7	5.3	4.3	6.2	6.6
Someone at school listens when I have something to say	10.6	7.3	5.5	9.5	8.4
I do things that make a difference at school	21.4	34.0	27.1	24.7	26.9
I feel safe at school	7.3	8.0	6.7	6.9	7.2
Someone at school believes that I will be a success	11.1	7.7	4.9	9.0	8.4
Someone at school will notice when I'm not there	16.7	11.0	9.8	11.8	12.6
Someone at school always wants me to do my best	10.6	5.3	5.5	7.6	7.3

### Violence, Safety, and Harassment Percent Reporting

	9th	10th	11th	12th	Overall Mean
	(%)	(%)	(%)	(%)	(%)
Ethnicity	7.3	7.9	9.8	12.6	9.2
Religion	8.9	5.6	9.8	4.9	7.2
Gender	8.1	3.2	7.6	4.9	5.8
Disability	0.8	1.6	1.1	1.9	1.3

### Relational Aggression Percent Reporting

	9th	10th	11th	12th	Overall Mean
	(%)	(%)	(%)	(%)	(%)
Made fun of looks/speech	29.9	27.9	26.8	25.3	27.9
Sexual comments	27.8	34.9	31.4	22.1	29.5
Rumors spread	24.0	34.1	30.6	23.2	28.6

### Physical Aggression Percent Reporting

	9th	10th	11th	12th	Overall Mean
	(%)	(%)	(%)	(%)	(%)
Afraid of injury	6.2	14.0	8.3	5.3	9.3
Pushed/shoved	11.3	14.0	15.3	12.6	13.3
In a fight	10.3	7.8	8.3	6.3	8.5

### Depression Percent Reporting

	9th	10th	11th	12th	Overall Mean
	(%)	(%)	(%)	(%)	(%)
Felt so sad that stopped doing usual activities	17.7	27.8	25.2	27.5	24.3

### I Feel SAFE in My School

	9th	10th	11th	12th	Overall Mean
	(%)	(%)	(%)	(%)	(%)
Strongly disagree	4.8	4.8	5.6	2.9	4.5
Disagree	2.4	3.2	1.1	3.9	2.7
Neither disagree	12.9	14.4	10.0	9.8	12.0
Agree	37.9	42.4	34.4	43.1	39.7
Strongly agree	41.9	35.2	48.9	40.2	41.1

### I Feel Like I'm a PART of My School

	9th	10th	11th	12th	Overall Mean
	(%)	(%)	(%)	(%)	(%)
Strongly disagree	2.4	9.6	12.1	9.8	8.1
Disagree	12.1	7.2	14.3	5.9	9.7
Neither disagree	16.9	30.4	16.5	17.6	20.7
Agree	33.9	32.0	26.4	33.3	32.0
Strongly agree	34.7	20.8	30.8	33.3	29.5

### A Teacher/Adult at School CARES About Me

	9th	10th	11th	12th	Overall Mean
	(%)	(%)	(%)	(%)	(%)
Not at all true	14.4	9.3	7.4	7.6	9.9
A little true	25.8	23.5	17.2	16.6	21.1
Pretty much true	33.0	33.2	36.2	32.2	33.2
Very much true	26.8	34.0	39.3	43.6	35.7

This report was generated on June 9, 2017



## Notes

Students' responses were deemed unreliable if recent substance use history was inconsistent with their lifetime responses or they reported using a fake drug.

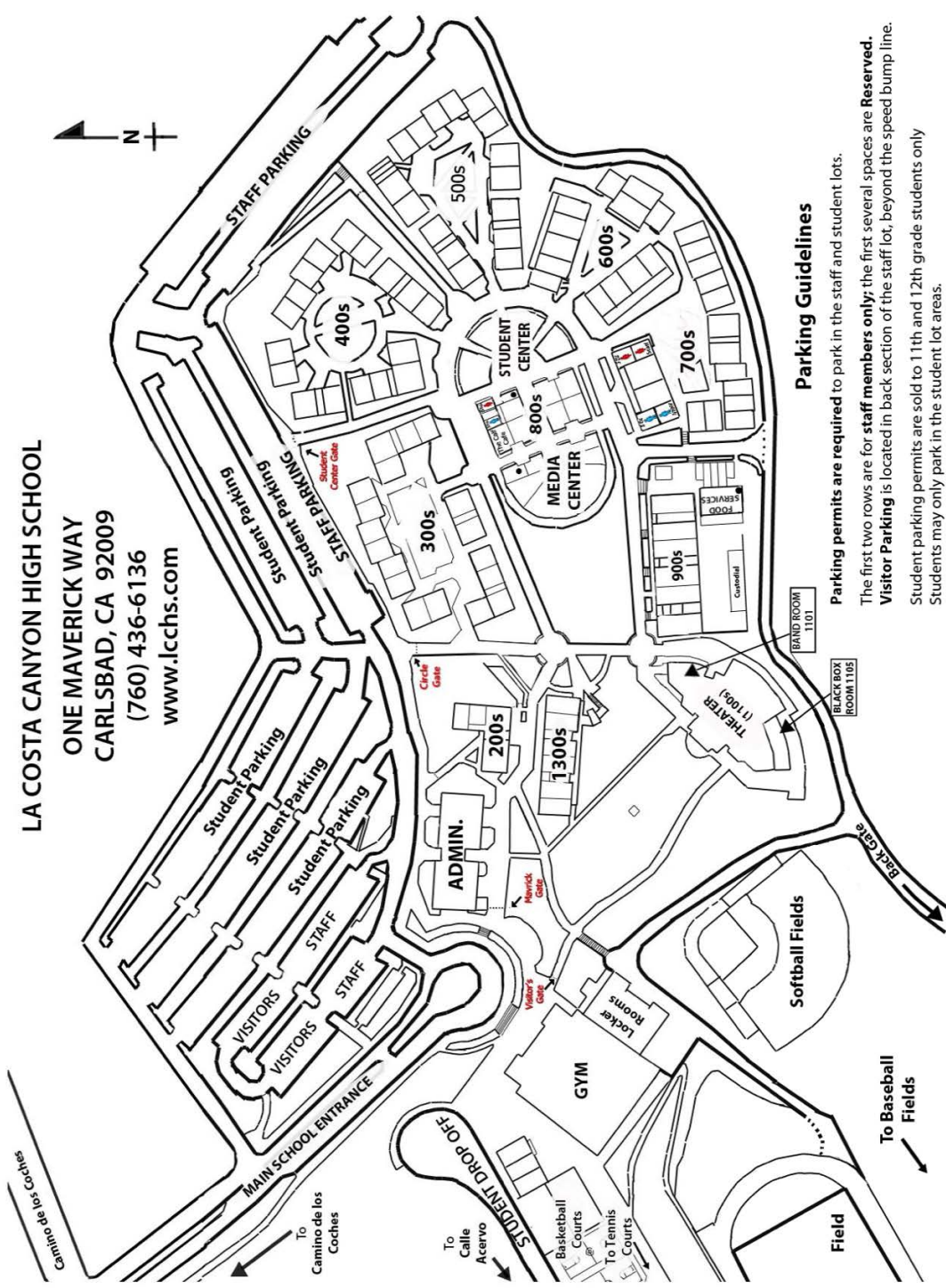
Ethnicity Distribution: other signifies mixed (two or more) races

Lifetime Substance Use: other drugs include methamphetamine or any amphetamine, inhalants, LSD or other psychedelics, ecstasy, heroin, cocaine, cough/cold medicines, Ritalin™, or Adderall™, barbiturates, tranquilizers or sedatives, and any other drug or pill to get "high"

Past Month Substance Use: other drugs includes methamphetamine or any amphetamine, inhalants, LSD or other psychedelics, ecstasy, cocaine, prescription pain medication to get "high" or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™) and any other drug or pill to get "high".

When multiple drugs are tallied in computations, such as when other drugs are reported, the tables report data for the complete cases and the graphs provide reports for all cases. Complete cases are reports where an individual provided a valid response to all of the terms in a related set. Estimates were insensitive to this analytical decision, resulting in variance of 0.5 percentage points or less.

# Appendix G: Campus Map



### Parking Guidelines

Parking permits are required to park in the staff and student lots. The first two rows are for **staff members only**; the first several spaces are **Reserved**. **Visitor Parking** is located in back section of the staff lot, beyond the speed bump line. Student parking permits are sold to 11th and 12th grade students only. Students may only park in the student lot areas. Parking regulations are enforced and citations are written by Carlsbad Police Community Service Officers.

# Appendix H: CBEDS School Information Form

10/31/2014

SIF COMPLETED - 2014-15 CBEDS-ORA (CA Dept of Education)



California Department of Education  
CALPADS/CBEDS/CDS Operations Office

## 2014-15 CBEDS - Online Reporting Application (CBEDS-ORA)

SIF COMPLETED

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [CBEDS Resources](#) | [Main Menu](#) | [Logoff](#)

**CD Code:** 3768346

**District:** San Dieguito Union High

**School Code:** 3731007

**School:** La Costa Canyon High

To view a report please select a school:

La Costa Canyon High ▼

### Section A. Full-Time Equivalent of Classified Staff by School

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Total
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.75	1.99	0.00	0.00	0.00	0.00	0.00	0.98	0.49	9.46	0.00	13.67
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	9.00	0.00	10.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	2.00	1.00	2.00	0.00	0.00	0.00	0.00	0.00	3.32	0.00	3.49	1.47	13.28

### Section B. Educational Options/Independent Study/Online Education

Row	Types of Educational Options	Number of Participating Students	
		K-8	9-12
1	Alternative Schools and Programs of Choice	0	0
2	Magnet Schools or Programs	0	0
3	Unduplicated Total of Lines 1 & 2	0	0
		Number of Participating Students	

<http://www3.cde.ca.gov/OPUSCBEDS/reports/schoolreport.aspx>

1/3

Row	Independent Study/Online Education	K-8	9-12
4	Independent Study: Taking one or more classes	0	63
5	Independent Study: Taking 50% or more of their classes	0	0
6	Online Education: Taking one or more classes	0	63
7	Online Education: Taking 50% or more of their classes	0	0
8	Unduplicated Total of Lines 4 & 6	0	63
<b>Independent Study</b>		<b>Number of Participating Students</b>	
Number of students who took one or more high school classes through independent study and graduated from high school during the 2013-14 school year.		114	

Section D. Educational Calendar

Traditional Calendar		Yes
Year-round Calendar	Single-track	
	Multitrack	
Single-track or multitrack only, the year-round calendar type.	60/20	
	90/30	
	Concept 6	
	Custom	
	60/15	
	45/15	
	Modified Concept	
Begin Date		08/26/2014
End Date		06/12/2015

Section E. Parental Exception Waiver

Number requested	0
Number granted	0

### Section M. Truancy

Number of truant students	1266
Explanation of zero truants	

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[Web Policy](#)

**SIF Completed**

**District:** San Dieguito Union High  
**School:** La Costa Canyon High  
**CDS Code:** 37683463731007

**Section A. Full-Time Equivalent of Classified Staff**

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Totals
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	2.48	0.00	0.00	0.00	0.00	0.00	0.98	0.75	8.21	0.00	12.42
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	9.00	0.00	11.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	2.00	1.00	2.00	0.00	0.00	0.00	0.00	0.00	3.32	0.00	3.49	1.47	13.28

**Section B. Kindergarten Program Type**

Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	
	None	True
Transitional Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	
	None	True

**Section C. Truancy (2014-15)**

Number of truant students	413
Explanation of zero truants	

**Section D. Educational Calendar**

Traditional		True
Year-round	Single-track	
	Multitrack	
Single-track or multitrack only, the year-round calendar type	60/20	
	90/30	
	Concept 6	
	Custom	
	60/15	
	45/15	
	Modified Concept	
School start date		08/25/2015
School end date		06/10/2016

**Section E. Parental Exception Waiver from English-Language Classrooms**

Number of waivers requested	0
Number of waivers granted	0

504



**SIF Completed**

**District:** San Dieguito Union High  
**School:** La Costa Canyon High  
**CDS Code:** 37683463731007

**Section A. Full-Time Equivalent of Classified Staff**

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Totals
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	1.99	0.00	0.00	0.49	0.00	0.00	2.96	0.00	7.22	0.00	12.66
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	9.00	0.00	11.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	3.00	1.00	2.98	0.00	0.00	0.00	0.00	0.00	1.44	0.00	3.49	1.47	13.38

**Section B. Kindergarten Program Type**

Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	
	None	True
Transitional Kindergarten Program	Full-day	
	Part-day	
	Both full-day and part-day	
	None	True

**Section C. Truancy (2015-16)**

Number of truants	1343
Explanation of zero truants	

**Section D. Educational Calendar**

Traditional		True
Year-round	Single-track	
	Multitrack	
Single-track or multitrack only, the year-round calendar type	60/20	
	90/30	
	Concept 6	
	Custom	
	60/15	
	45/15	
	Modified Concept	
School start date		08/30/2016
School end date		06/16/2017

**Section E. Parental Exception Waiver from English-Language Classrooms**

Number of waivers requested	0
Number of waivers granted	0

504

# Appendix I: LCC Parent Foundation Information

## Maverick Support at All-Time High



Foundation surpasses 2016-17 fundraising goals in record numbers.



Dear Maverick Family,

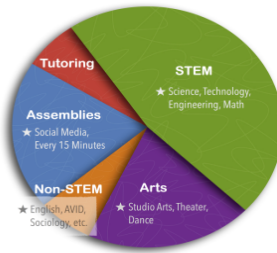
It is hard to believe that another school year is coming to a close. Just last week, I wrote down "June 1st" on a document, and had to take a second look, as this year has flown by. What an amazing year it has been from a LCC Foundation standpoint!

**Parent Donations have jumped by 100% in 3 years.**

Once again, we surpassed our fundraising goals in record numbers. Through your support, we raised over \$100,000 for our annual parent giving campaign!! That is a 25% increase from last year alone, and a 100% increase from three years ago. These are just incredible numbers. And we of course raised tens of thousands of dollars more with other fundraising efforts: our Taste of La Costa, business partnerships and sponsorships, grant money, and more.

And as we always say, this money goes through the Foundation, not to the Foundation. We were able to support so many incredible classes and programs here at the school. The chart below shows the programs we were able to support this year.

2016-17 Grants



None of this would be possible without your incredible partnership with the Foundation. So many of you have donated your time, funds, and energy to help make LCC the school that it is. And those are not empty words. LCC truly would not be the school that it is without our parent support and financial generosity. Let me explain.

There is a strong misconception that, since we live in an affluent area, our school district is well-funded. This could not be further from the truth. **SDUHSD is dead last in the State of California for district funding per student.** You read that correctly: dead last. There is a long and complicated answer as to why, but suffice it to say we will remain near the bottom in terms of state funding for the foreseeable future. As an example/ comparison: the Escondido High School District receives over \$20 million more dollars a year in funding than we do. That is roughly \$2,000 more per student. Certainly it is not more expensive to educate a student in Escondido. If anything, it is less expensive when the cost of facilities, utilities, etc. are taken into consideration.

**“Every dollar we raise matters, because every student we educate matters.”**

This is where our LCC Foundation comes into play. We cannot possibly make up a \$20 million gap. We can't even make up a \$10 million gap. But we can make a difference. And we have so many classes and programs that simply would not exist if it wasn't for your incredible financial support.

I want you to know that every time you pull out your checkbook or click a PayPal link to donate to the LCC Foundation, your donation matters. It is not simply a throw-away tax write-off. Every dollar we raise matters, because every student we educate matters. The Foundation - staffed by Ellen, myself, and a group of very dedicated volunteers - will continue to work tirelessly on behalf of your child and every family at LCC. We will continue to raise donations, write grant requests, seek business partners, and turn over every funding rock we can find, to support our school, because we believe that our students matter just as much as any student, from any district, in the state of California.

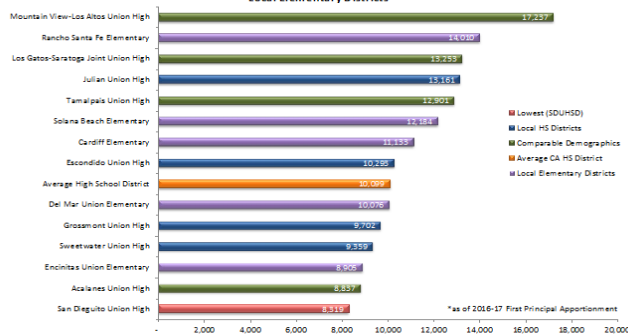
Thank you. On behalf of Principal Marcus and the LCC Foundation, thank you so much for your generosity and support.

Proud to be a Maverick,

*Dale Jaglars*

Foundation Executive Director

San Diego Union High School District Receives Lowest LCFF Revenue per Student Compared to All California High School Districts and Local Elementary Districts \*



## *Appendix J: Glossary of Terms Unique to School*

"A" Week	The week of the school bell schedule wherein Monday includes MavNation and afternoon Collaboration time, Wednesday and Thursday have ESP periods, and Friday has 7th period ESP
"B" Week	The week of the school bell schedule wherein Monday has 7th period ESP, Tuesday and Wednesday have ESP periods
Administration Conference Room	Large conference room in the administration building
Black Box	Room 1105, a "black box" small theater, located off the main theater
Choice Night/Info Night	Event for prospective students and parents that displays all that LCC has to offer
Circle Gate	The gate to campus that is closest to the Student Circle, and located between the FLS classroom and the 300 quad
CommUnity Day	All day event meant to encourage understanding among all people on campus
ESP	Extended Study Period, time after designated periods when students and teachers can collaborate, conference, remediate, and extend learning; students can get academic help, ask questions, make up assignments, work on homework, and so on
Flex Room	Meeting room adjacent to the Learning Commons, made for flexible configurations
FLS	Functional Life Skills class
Foundation	The parent foundation
ISOL	Independent Study Online Learning
Learning Center	Additional support class for Special Education students
Learning Commons	Media center/library
Mav Opportunity Day	Time period in which students who are earning low grades can receive help from teachers and counselors
Maverick Gate	The gate to campus that is located by the main school entrance loop, between the gym and the administration building, but is nearest to the administration building
MavLife	The school's newspaper and online social media presence
MavNation	The school's TV program, which includes announcements and other audiovisual information
MavVoices	Lunchtime student-led forum to discuss campus community
Meadow	Outdoor space near 1300 building and the theater
MORP dance	Spring Dance usually held in March (MORP is "prom" spelled backward)
READI	Recovery Education Alcohol Drug Instruction
School Business Days	Days in the summer when students take care of paperwork for the coming school year
SEAS	Social Emotional Academic Success; Special Education support program
Single Period Day	Bell schedule with all seven classes
Spirit of the Mav Luncheon	Teachers nominate students who aren't usually honored to eat lunch with them; lunch provided by ASB
Student Center	Outdoor space in the center of campus with stage
Student Center Gate	The gate to campus that is closest to the Student Center, and located between with 300 and 400 quad
Student Circle	Area of campus that is located between the 300 quad and the 1300 building, near the mural
Survivor Week	Week of lunchtime competitions leading up to cross-town rivalry football game
TAPS	Transitional Alternative Program
The Calf Cafe	The food service attached to the north side of the 800s/student center building
The Stampede	The name of the yearbook; also name of student spirit section at school events
Unplugged Nights	Night when teachers are discouraged from assigning homework, and students are encouraged to turn off screens and spend time with family and friends
Visitor's Gate	The gate to campus that is located by the main school entrance look, between the gym and the administration building, but is nearest to the gym
Wellness Advisory	Time set aside dedicated to promoting student wellness

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## Appendix K: Graduation Requirements

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### Graduation Requirements Checklist

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#### SDUHSD GRADUATION REQUIREMENTS

IN ORDER TO GRADUATE A STUDENT MUST COMPLETE:

HISTORY/SOCIAL SCIENCE -- 30 CREDITS REQUIRED

- 10 credits World History
- 10 credits U.S. History
- 5 credits American Government
- 5 credits Economics

ENGLISH -- 40 CREDITS REQUIRED (10 credits of each)

- English 9
- English 10
- English 11
- English 12

MATHEMATICS -- 30 CREDITS REQUIRED

- 30 credits of Mathematics
- Algebra I required, per Ed. Code 51224.5

SCIENCE -- 20 CREDITS REQUIRED

- 10 credits of Life Science
- 10 credits of Physical Science

VISUAL OR PERFORMING ART (VPA) -- 10 CREDITS REQUIRED

- 10 credits of either a Visual or Performing Art

PHYSICAL EDUCATION -- 20 CREDITS REQUIRED

- Health -- Requirement must be met by taking Year-One PE (Health is included) or by taking Health as a separate course.

CAREER TECHNICAL EDUCATION (CTE) / PRACTICAL ART

- Class of '12 and later, 10 credits required
- Class of '09-'11, 5 credits of Practical Art

ELECTIVES-- 70 CREDITS REQUIRED

#### COMMUNITY COLLEGE

In order to be eligible to attend a community college, students must have satisfied any ONE of the following:

- Reached their 18th birthday
- Have graduated from high school
- Have reached their 16th birthday and passed the California High School Proficiency exam

## CALIFORNIA STATE UNIVERSITY

To apply to a [California State University](#), a student must complete the minimum coursework as follows:

### "A" HISTORY/SOCIAL SCIENCE -- 2 YEARS REQUIRED

- Including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of Civics or American government
- 1 year of social science

### "B" ENGLISH -- 4 YEARS REQUIRED

- 4 years of college preparatory English Composition and Literature

### "C" MATHEMATICS -- 3 YEARS REQUIRED (4 years is recommended)

- Including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)

### "D" LABORATORY SCIENCE -- 2 YEARS REQUIRED

- Including 1 biological science and 1 physical science

### "E" LANGUAGE OTHER THAN ENGLISH -- 2 YEARS REQUIRED

- 2 years of the same language
- American Sign Language is applicable

### "F" VISUAL AND PERFORMING ARTS (VPA) -- 1 YEAR REQUIRED

- Dance, drama or theater, music, or visual art

### "G" COLLEGE PREPARATORY ELECTIVES -- 1 YEAR REQUIRED

- One more year of any college preparatory subject

## UNIVERSITY OF CALIFORNIA

To apply to [University of California](#), a student must complete the minimum coursework as follows:

### "A" HISTORY/SOCIAL SCIENCE -- 2 YEARS REQUIRED

- One year of world history, cultures and geography
- One year of U.S. history or one-half year of U.S. history, and one-half year of civics or American government

### "B" ENGLISH -- 4 YEARS REQUIRED

- Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature
- Not more than two semesters of ninth-grade English can be used to meet this requirement.

### "C" MATHEMATICS -- 3 YEARS REQUIRED, 4 YEARS RECOMMENDED

- Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra, and two and three-dimensional geometry
- Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

### "D" LABORATORY SCIENCE -- 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

- Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry and physics
- The final two years of an approved three-year integrated science program may be used to fulfill this requirement.
- Not more than one year of ninth-grade laboratory science can be used to meet this requirement.

### "E" LANGUAGE OTHER THAN ENGLISH -- 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

- Two years of the same language other than English
- Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture.
- Courses in language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

"F" VISUAL AND PERFORMING ARTS (VPA) -- 1 YEAR REQUIRED

- One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art

"G" COLLEGE PREPARATORY ELECTIVES -- 1 YEAR REQUIRED

- One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "E" requirement or two years of another language)



# Appendix L: LCFF Snapshot



## LCFF Funding Snapshot

Fiscal Year: 2015-16  
(As of February 2016, P-1)

LEA Name: San Dieguito Union High  
County: San Diego County  
CDS Code: 37-68346-0000000 Charter Number: N/A

Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the [Principal Apportionment Web page](#).

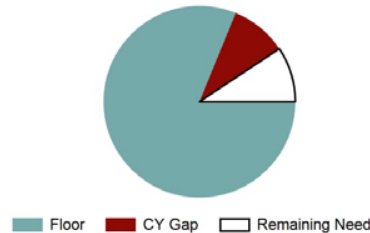
LOCAL EDUCATIONAL AGENCY (LEA) DATA					
Grade Span	K-3	4-6	7-8	9-12	Total
Funded Average Daily Attendance (ADA)	0.00	0.00	3,879.43	8,444.33	12,323.76
Unduplicated Pupil Percentage (UPP)	9.19 %				

LCFF TARGET ENTITLEMENT	
Funding calculation based on the LCFF funding model at full implementation. During transition most LEAs will not receive this level of funding.	
Components	Amount
Base Grant Funding	\$ 103,037,968
Supplemental Grant Funding	1,893,838
Concentration Grant Funding	0
Necessary Small Schools (NSS) Allowance	0
Add-On Funding	1,725,014
<b>Total LCFF Target Entitlement</b>	<b>\$ 106,656,820</b>

LCFF TRANSITION ENTITLEMENT	
Calculation of the LEA's funding entitlement during the transition period until full implementation of LCFF. This table will either have an amount shown under the Target or the Floor, whichever is lower.	
Components	Amount
LCFF Target Entitlement	\$ 0
Floor Entitlement, Including Prior Year (PY) Gap	86,581,928
Current Year (CY) Gap Funding	10,137,673
Economic Recovery Target	140,721
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	0
<b>Total Transition Entitlement Adjusted for Additional SA for MSA*</b>	<b>\$ 96,860,322</b>

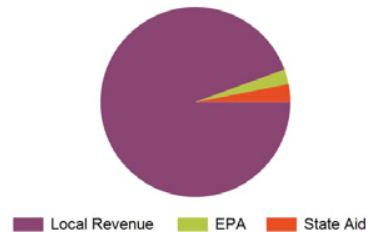
LCFF TARGET vs. LCFF FLOOR	
A comparison of the LEA's Target and Floor Entitlements to determine current year Remaining LCFF Need. Some LEAs are funded at the Target and do not have a Remaining LCFF Need.	
Components	Amount
LCFF Target Entitlement	\$ 106,656,820
Less Floor Entitlement, Including PY Gap	(86,581,928)
Less CY Gap Funding	(10,137,673)
<b>Remaining LCFF Need</b>	<b>\$ 9,937,219</b>

LCFF Target vs. LCFF Floor



LCFF FUNDING SOURCES (ACTUAL FUNDING)	
The actual amount of current year LCFF funding by source.	
Components	Amount
Local Revenue	\$ 91,458,212
Education Protection Account (EPA) State Aid	2,464,752
LCFF State Aid Before MSA	2,937,358
Additional SA for MSA	0
<b>Total Funding**</b>	<b>\$ 96,860,322</b>

LCFF Funding Sources



\* LCFF Transition Entitlement components may not sum to Total Transition Entitlement Adjusted for MSA due to miscellaneous adjustments.

\*\* Total LCFF Funding sources (Actual Funding) may be greater than Total Transition Entitlement Adjusted for MSA due to an LEA's EPA State Aid and/or because local revenue exceeds the LEA's Transition Entitlement.

Note: Some amounts may not display on the pie charts due to their relative size compared to other components.



## LCFF Funding Snapshot

Fiscal Year: 2015–16  
(As of February 2016, P-1)

LEA Name: San Dieguito Union High  
 County: San Diego County  
 CDS Code: 37-68346-0000000 Charter Number: N/A

LOCAL EDUCATIONAL AGENCY (LEA) DATA	
Funded Average Daily Attendance (ADA)	Funded ADA for school districts is the greater of prior year or current year ADA, and includes any ADA funded through the Necessary Small School formula. Charter schools are funded on current year ADA.
Unduplicated Pupil Percentage (UPP)	An LEA's unduplicated pupil count refers to its count of disadvantaged students, i.e., those classified as English learners, those meeting income or categorical eligibility criteria for participation in the National School Lunch Program, foster youth, or any combination of these factors. The unduplicated pupil count for the current and prior year is divided by the number of students enrolled in the LEA for the current and prior year to determine the UPP.
LCFF TARGET ENTITLEMENT	
Base Grant Funding	An amount of funding provided for each unit of ADA by grade span. The K-3 grade span includes an additional adjustment of 10.4 percent and the 9-12 grade span includes an additional adjustment of 2.6 percent of the base grant. Base grant amounts for the applicable fiscal year are available on the CDE's <a href="#">Funding Rates and Information</a> Web page.
Supplemental Grant Funding	Additional grant equal to 20 percent of the adjusted base grant, multiplied by an LEA's UPP and ADA.
Concentration Grant Funding	Additional grant equal to 50 percent of the adjusted base grant (for each LEA with UPP in excess of 55 percent) multiplied by the LEA's UPP points above 55 percent and ADA. For charter schools, the UPP for concentration grant funding is capped at the lesser of the charter school's own UPP or the determinative district's UPP.
Necessary Small Schools (NSS) Allowance	Funding for school districts with qualifying schools that serve a small population of students and are geographically isolated. NSS funding is provided in lieu of LCFF Base Grant funding.
Add-On Funding	Funding for school districts equal to the LEA's 2012-13 entitlements for the Targeted Instructional Improvement Block Grant, Home-to-School Transportation, and Small School District Bus Replacement Program. These programs were eliminated with the passage of LCFF.
LCFF TRANSITION ENTITLEMENT	
Floor Entitlement, Including Prior Year (PY) Gap	For LEAs not yet funded at the LCFF Target, a Floor Entitlement is calculated based on current year funded ADA, 2012-13 deficiated funding rates, 2012-13 categorical program funding, and PY Gap funding adjusted for changes in ADA.
Current Year (CY) Gap Funding	LCFF Need is the amount of funding required beyond the Floor to fully fund the Target, i.e., the difference between the Floor and the Target. Gap funding is the amount of LCFF Need that is funded in any given year based on the amount of funds included for LCFF Transition in the annual Budget Act. Each LEA's Gap Funding is based on the LEA's proportion of statewide need; the statewide percentage and funding amount for the applicable fiscal year are available on the CDE's <a href="#">Funding Rates and Information</a> Web page.
Economic Recovery Target	Additional funding for those LEAs that would have received a higher level of funding under revenue limits and various categorical programs, based on certain assumptions.
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	The Minimum State Aid (MSA) Guarantee is the level of funding to ensure that LEAs receive at least the same amount in state aid as they received in 2012-13, adjusted for changes in ADA and property taxes. The Additional SA for MSA, available for some LEAs, is the difference between the MSA guarantee and the LCFF State Aid Before MSA (see description below).
LCFF TARGET vs. LCFF FLOOR	
Remaining LCFF Need	The difference between the LCFF Target Entitlement and the sum of Floor Entitlement and CY Gap funding for those LEAs not funded at the LCFF Target. This amount is unfunded.
LCFF FUNDING SOURCE (ACTUAL FUNDING)	
Local Revenue	The amount of local property taxes (in-lieu of property taxes for charter schools) that funds the LCFF Transition Entitlement prior to determining state aid.
Education Protection Account (EPA) State Aid	Funding made available through 2018-19, in accordance with Proposition 30, the Schools and Local Public Safety Protection Act of 2012, as enacted by Section 36 of Article XIII, of the Constitution of the State of California. Each LEA is guaranteed to receive at least \$200 per ADA in EPA funding. The amount an LEA receives in EPA counts towards the LEA's LCFF funds.
LCFF State Aid Before MSA	Amount of State Aid calculated after subtracting property taxes and EPA State Aid from the Transition Entitlement before MSA.
Additional SA for MSA	See the LCFF Transition Entitlement section above for a description of this component.

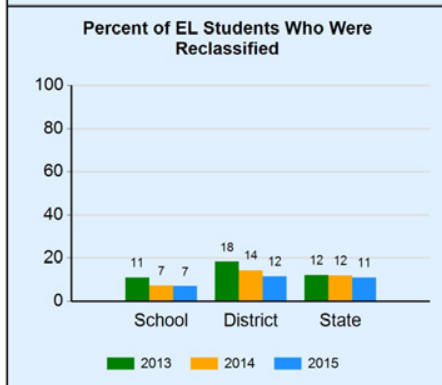
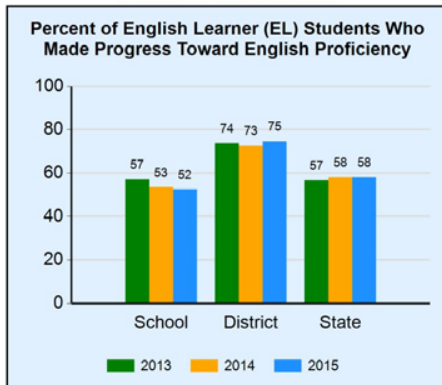
# Appendix M: LCFF State Priorities Reports



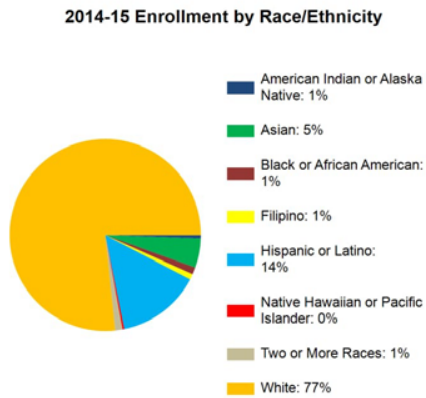
## Local Control Funding Formula (LCFF) State Priorities Snapshot 2015-16 Reporting La Costa Canyon High

Address: 1 Maverick Way, Encinitas, CA 92009  
Grades Offered: 9-12  
County-District-School Code: 37-68346-3731007

### Student Achievement



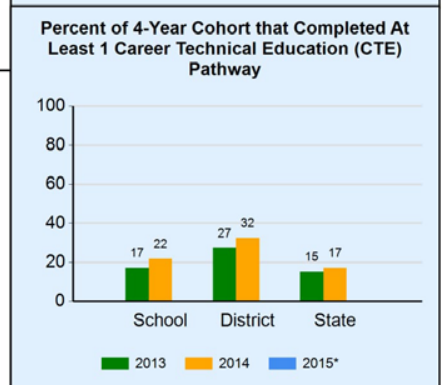
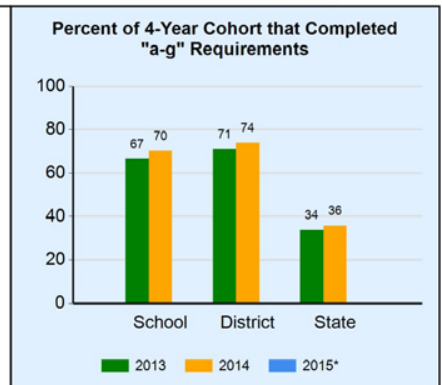
### Enrollment (2,013)



**2014-15 Enrollment by Program Eligibility**

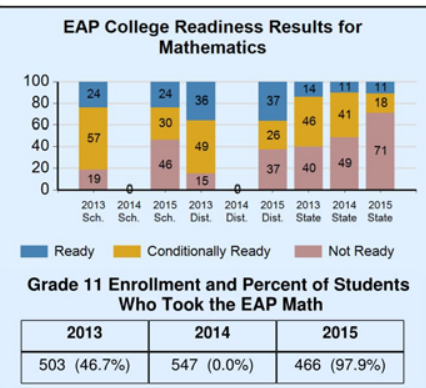
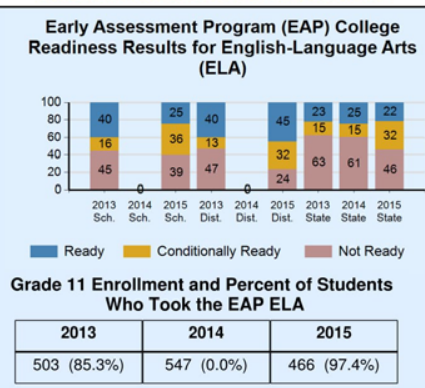
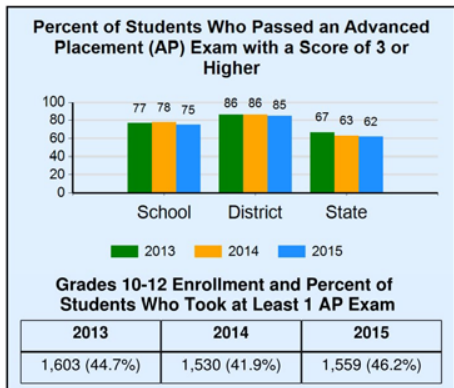
English Learner (EL)	105 (5%)
Foster Youth (FY)	0 (0%)
Socioeconomically Disadvantaged (SED)	182 (9%)
Students With Disabilities (SWD)	275 (14%)

### Student Achievement

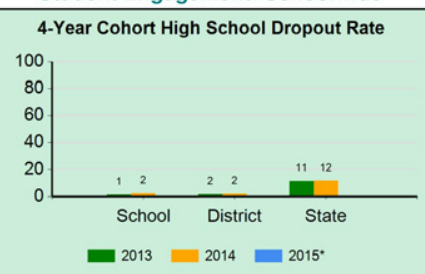
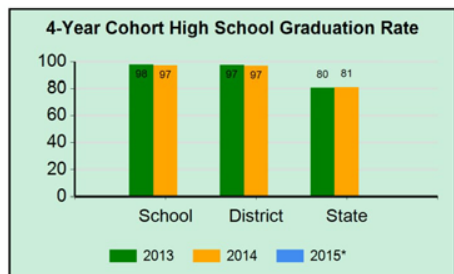


**Student Achievement: Schoolwide**

(La Costa Canyon High)



**Student Engagement: Schoolwide**



**Middle Grade Dropout Counts and Rate**

*Not Applicable*

**School Climate**

**Number and Percent of Students Suspended**

Level	2013	2014	2015
School	61 (2.7%)	26 (1.2%)	29 (1.4%)
District	228 (1.8%)	172 (1.3%)	178 (1.4%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)

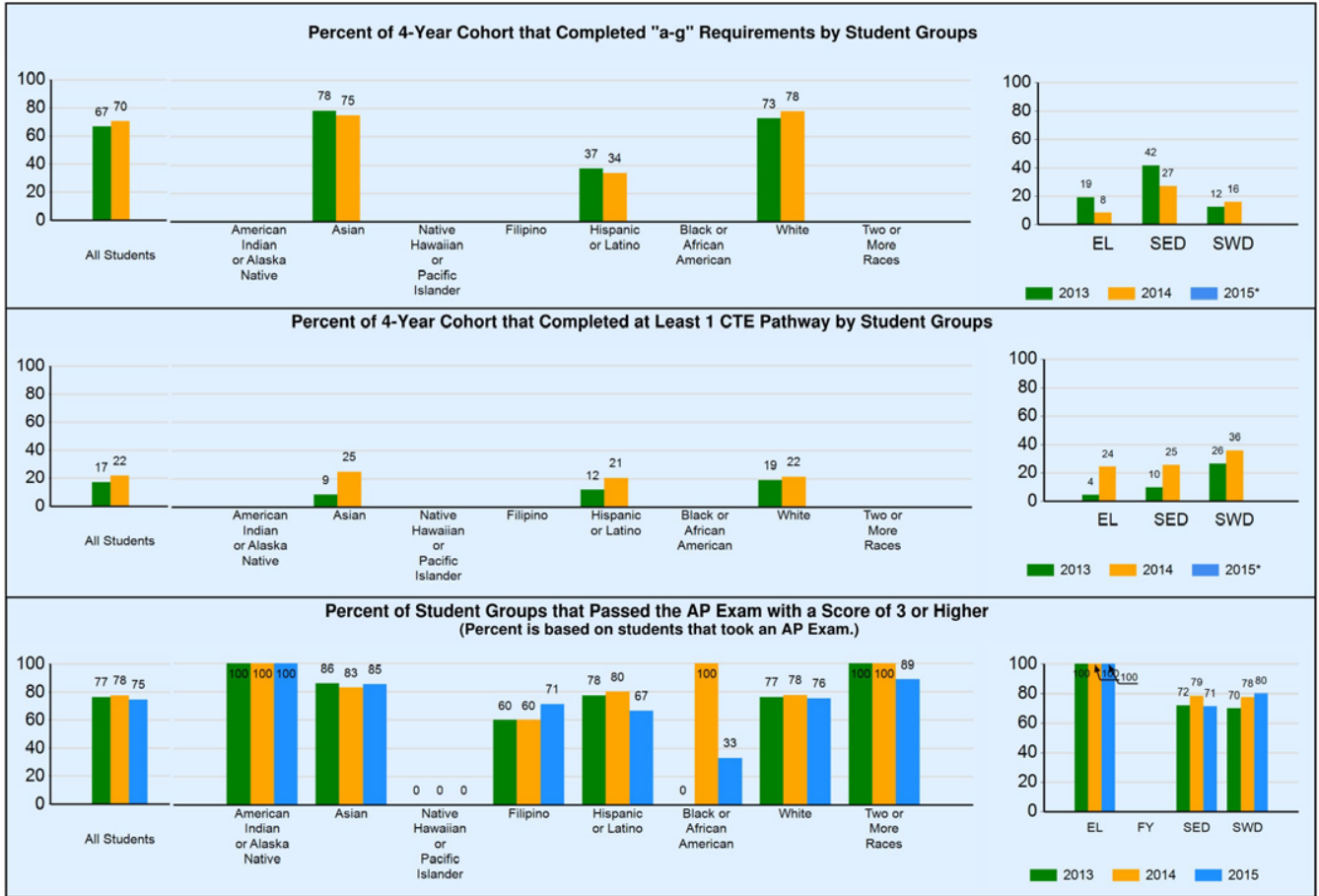
**Number and Percent of Students Expelled**

Level	2013	2014	2015
School	3 (0.13%)	1 (0.05%)	0 (0.00%)
District	7 (0.05%)	4 (0.03%)	8 (0.06%)
State	8,266 (0.13%)	6,611 (0.10%)	5,692 (0.09%)



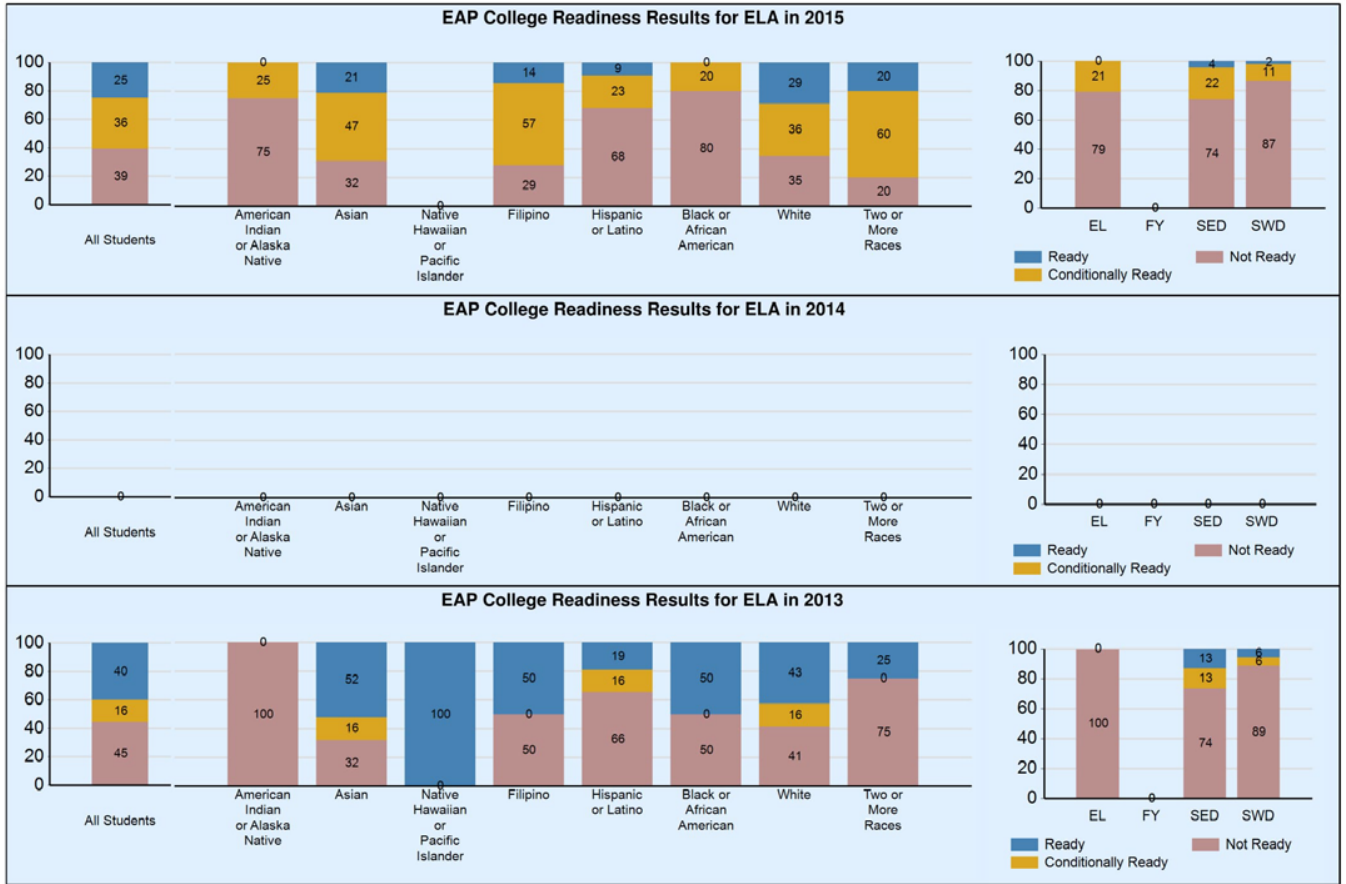
Student Achievement: Student Groups

(La Costa Canyon High)



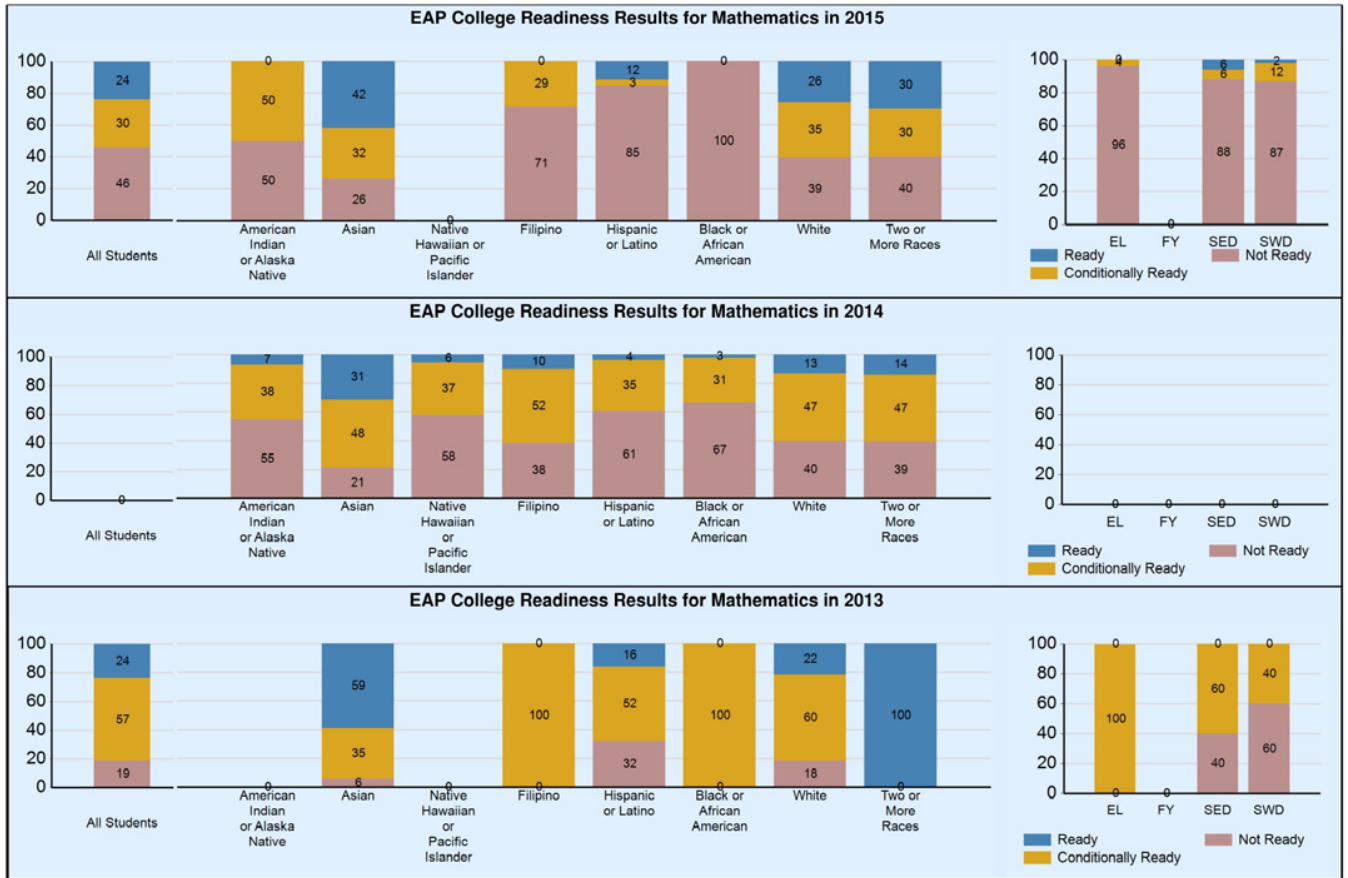
Student Achievement: Student Groups

(La Costa Canyon High)



### Student Achievement: Student Groups

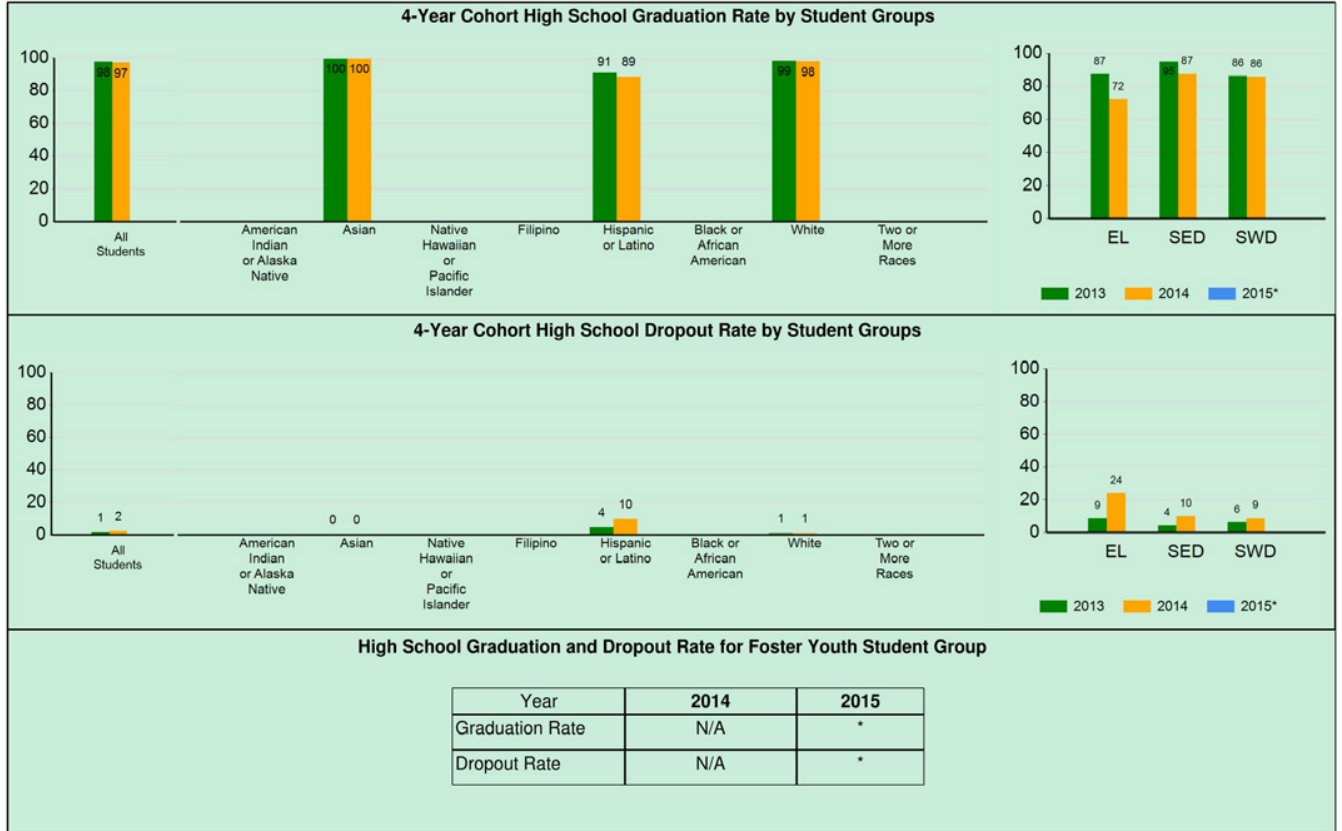
(La Costa Canyon High)





### Student Engagement: Student Groups

(La Costa Canyon High)



# Appendix N: Master Schedule 2016-17

## La Costa Canyon High School

9/19/2016

2016-2017

### STAFF SCHEDULE - Term: F

Page 1

Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Anderson, B.	F				Int Math II (P) (511)		Int Math II (P) (511)	
Anderson, M.	F	APCalc BC (512)		Int Math III P (512)		Int Math III P (512)		
Antkowiak	F	Spanish I (P) (310)		Span II (P) (310)		Span II (P) (310)		
Art Teacher	F	Draw/Desgn P (902)						
Atkinson	F	AP Statistic (561)		Int Math II (P) (561)		AP Statistic (561)		
Ballesteros	F	Int Math I(P) (530)	Int Math I(P) (530)	Int Math I Read (530)		Int Math I(P) (530)	Int Math I Read (530)	
Bejarano	F	Eng Fund 9 (712), Eng Fund 10 (712), Eng Fund 11 (712), Eng Fund 12 (712)	AM Govt Fund (712), Wrld Hist Fund (712), US Hist Fund (712)	Eng Fund 9 (712), Eng Fund 10 (712), Eng Fund 11 (712), Eng Fund 12 (712), Acad Success 9 (712), Wrld Hist Fund (712)			Acad Support 12 (712), Acad Success 9 (712), Acad Support 10 (712), Acad Support 11 (712), Wrld Hist Fund (712), Eng Fund 9 (712), US Hist Fund (712)	AM Govt Fund (712), Wrld Hist Fund (712), US Hist Fund (712), Acad Success 9 (712), Acad Support 10 (712), Acad Support 11 (712), Peer Tutoring (712)
Berend	F	English 11 P (460)		English 11 P (460)	English 10 P (460)	English 10 P (460)	English 10 P (460)	
Brice	F	Algebra IIA (P) (1309), Algebra IIB (P) (1309), English 11A (P) (1309), English 11B (P) (1309), English 12A (P) (1309), English 12B (P) (1309), US Hist A (P) (1309), US Hist B (P) (1309), Amer Govt (P) (1309), Business Math A (1309), English 9A (P) (1309), English 10A (P) (1309), Econ (P) (1309), World HistA (P) (1309), World HistB(P) (1309), Algebra IIA (P) (1309), Algebra IIB (P) (1309), English 11A (P) (1309), English 11B (P) (1309), English 12A (P) (1309), English 12B (P) (1309), US Hist A (P) (1309), US Hist B (P) (1309), Amer Govt (P) (1309)	Business Math A (1309), English 9A (P) (1309), English 10A (P) (1309), Econ (P) (1309), World HistA (P) (1309), World HistB(P) (1309), Algebra IIA (P) (1309), Algebra IIB (P) (1309), English 11A (P) (1309), English 11B (P) (1309), English 12A (P) (1309), English 12B (P) (1309), US Hist A (P) (1309), US Hist B (P) (1309), Amer Govt (P) (1309)	Pre Calcu HP (1309)		Pre Calcu HP (1309)		Pre Calcu HP (1309)
Britt	F		Peer Tutoring (521), Eng Funct 9 (521), Eng Funct 10 (521), Eng Funct 11 (521), Eng Funct 12 (521), Acad Support 11 (521), Acad Support 12 (521)	AM Govt Funct (521), Econ Funct (521), Peer Tutoring (521), Wrld Hist Funct (521), US Hist Funct (521)	Eng Funct 9 (521), Eng Funct 10 (521), Eng Funct 11 (521), Eng Funct 12 (521), Acad Success 9 (521), Acad Support 10 (521), Acad Support 11 (521), Acad Support 12 (521), Work Exper (521), US Hist Funct (521), Peer Tutoring (521)	AM Govt Funct (521), Peer Tutoring (521), Wrld Hist Funct (521), US Hist Funct (521), Work Exper (521)		Peer Tutoring (521), Work Exper (521)
Brubaker	F	Biology I P (620)	AP Envir Sci (620)	Biology I P (620)	AP Envir Sci (620)	Biology I P (620)		
Buth	F	MrktingPrinc(P) (1306)	Work Exper (1306), EWE Int.I (1306)	MrktingPrinc(P) (1306)	MrktingPrinc(P) (1306)			Work Exper (1306), EWE Int.I (1306)
Cassaw	F	AP World Hist (330)	AP World Hist (330)	AP World Hist (330)	AP World Hist (330)	Basketball-V-T (gym)		
Chadwick	F		English 10 HP (431)		Read/Success (431)	English 10 HP (431)		English 10 HP (431)

# La Costa Canyon High School

9/19/2016

2016-2017

## STAFF SCHEDULE - Term: F

Page 2

Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Charnow	F	Int Math II (P) (550)	Int Math I Read (550)		Shit IntMth I P (550), Shit IntMathRed (550)			Shit IntMth I P (550), Shit IntMathRed (550)
Christoff	F	Int Math I Fund (421)		Int Math I Fund (421)		Acad Support 10 (421), Acad Success 9 (421), Acad Support 11 (421), Acad Support 12 (421)	Acad Success 9 (421), Acad Support 11 (421), Acad Support 12 (421), Acad Support 10 (421)	
Conn	F							
Cunningham	F		AP Eng Lang (441)		AP Eng Lang (441)		English 11 P (441)	
Denyes	F		AP Gov't (351)		AP Gov't (351)		AP Gov't (351)	
Digiulio, J.	F					Sociology P (341)	Sociology P (341)	AP World Hist (341)
Digiulio, K.	F	AVID I (1308)	AVID I (1308)		AVID I (1308), Peer Tutoring (1308)			
Eichlin	F	AP Psych (322)					AP World Hist (330)	AP World Hist (330)
Elliott	F		Photo Imaging P (905)	Archit Dsgn (905)	IntroEngDesign (905)		IntroEngDesign (905)	
Emr	F	French I (P) (302)		French III (P) (302), French IV (P) (302)		French II (P) (302)		
Essrig	F		MrktngPrinc(P) (1305)		Business Math (1305)	Robotic/EngTech (905)	MrktngPrinc(P) (1305)	Robotic/EngTech (905)
Etheridge	F		AP Psych (331)		AP Psych (331)	AP Psych (331)	AP Psych (331)	AP Psych (331)
Evers	F		Physics P (730)	AP Physics 1 (730)	AP Physics C:M (730)	AP Physics 1 (730)	Physics P (730)	
Farr	F	English 12 P (1302)	English 12 P (1302)	English 10 HP (1302)			English 12 P (1302)	English 12 P (1302)
Farris	F	AP Eng Lit (411)		AP Eng Lit (411)	Video Film P (411)		Adv Vid Film P (411)	AP Eng Lit (411)
Fast-Medley	F	Unscheduled1, Off Camp CIs	Unscheduled2, Off Camp CIs	Unscheduled3, Off Camp CIs	Unscheduled4, Off Camp CIs	Unscheduled5, Off Camp CIs	Unscheduled6, Off Camp CIs	Unscheduled7, Off Camp CIs
Fillmore	F	Life SkIs Funct (202)	Life SkIs Funct (202), Peer Tutoring (202)	Life SkIs Funct (202), Peer Tutoring (202)	Life SkIs Funct (202), Peer Tutoring (202)		Life SkIs Funct (202), Peer Tutoring (202)	
Fletes	F	IntMath2/3Essn (531)	Stat/Prob P (531)	Stat/Prob P (531)	Stat/Prob P (531)	Stat/Prob P (531)		
Flores	F	YearOnePE/Hlth (Gym)	Soccer (Gym)	Physical Ed (Gym)	YearOnePE/Hlth (Gym)		Basketball-G-T (Gym), Wrestling-T (Gym)	
Francois	F	Am Sgn LnglIP (303)	Am Sgn LnglVP (303)	AM Sgn LnIP (303)		AM Sgn LnIP (303)	Am Sgn Ln IP (303)	Am Sgn Ln IP (303)
Franke, K.	F	English 9 P (1312)			English 9 P (1312)	English 9 P (1312)	Speech Debat (1312)	Speech Debat (1312)
Franke, L.	F	US Hist P (321)		AP Art Hstry (321)		US Hist P (321)		
Galik	F					Adap PE (761), Peer Tutoring (761)		Adap PE (761), Peer Tutoring (761)
Geissler	F		Chemistry P (612)	PrinBioMedSci (612)		PrinBioMedSci (612)	Chemistry P (612), Sci Lab Asst (612)	Chemistry P (612)
Giuliano	F	AP Psych (322)	Srf/OceanLifsav (322)	US Hist P (322)		AP US Hist (322)	AP US Hist (322)	AP US Hist (322)
Giusta	F	Span III (P) (301)		Span III (P) (301)	Span II (P) (301)	Span III (P) (301), Span III (P) (301)	Span II (P) (301)	
Gold	F	Learning Ctr (551)	Learning Ctr (551)	Learning Ctr (551)	Learning Ctr (551)	Learning Ctr (551)		

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## STAFF SCHEDULE - Term: F

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Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Golden	F		Stagehand Tech (1105)		Acting I P (1105), Sem In Art P (1105)	Sem In Art P (1105), ImprovScrpDevP (1105)	Int Acting P (1105), Music Thtr P (1105)	Adv Acting P (1105), Adv Drama HP (1105), Drama Prod P (1105)
Griesemer	F			APCalc AB (502)	Int Math I(P) (502)	APCalc AB (502)	Int Math I(P) (502)	Int Math I(P) (502)
Griffin	F	Culinary Art P (201)	Culinary Art P (201)	Intrnl Foods (201)		Culinary Art P (201)	Culinary Art P (201), Peer Tutoring (201)	
Groseclose	F	Amer Govt P (413)	AVID Sr Sm P (413)	Amer Govt P (413), Peer Tutoring (413)	Amer Govt P (413)		World Hist P (413)	
Hardcastle	F	Journ I (901), Adv Journ P (901)	English 11 P (1310)		English 11 P (1310)		English 11 P (1310)	English 11 P (1310)
Heflin	F		World Hist P (311)	World Hist P (311)	World Hist P (311)	World Hist P (311)		Shlt Wrld Hist P (311)
Holland	F		Eng Fund 10 (451)	Eng Fund 11 (451)		Eng Fund 9 (451)	Eng Fund 12 (451)	
Honsberger	F	Chemistry P (610)	Earth/SpC P (602), Sci Lab Asst (610)	Chemistry P (610)	Earth/SpC P (602)	Chemistry P (610), Sci Lab Asst (610)		
Housen	F	Eng Lang Dev III (440), Eng Lang Dev IV (440)		English 9 P (440)	ELD Support (440)	English 12 P (440)	English 9 P (440)	
Jay	F	Math Funct 9 (520), Math Funct 10 (520), Math Funct 11 (520), Math 12 Funct (520), Acad Success 9 (520), Peer Tutoring (520)		Math Funct 9 (520), Math Funct 10 (520), Math Funct 11 (520), Math 12 Funct (520), Peer Tutoring (520), Acad Success 9 (520), Acad Support 10 (520), Acad Support 11 (520), Acad Support 12 (520)	Peer Tutoring (520), Phy Sci Funct (520), Life Sci Funct (520), Health Funct (520)		Peer Tutoring (520), Phy Sci Funct (520), Life Sci Funct (520), Health Funct (520), Acad Success 9 (520)	Peer Tutoring (520), Work Exper (520)
Krassny	F							
Lax	F	English 10 HP (461)	English 10 HP (461)	Senior Semnr (461)		Senior Semnr (461)	Senior Semnr (461)	
Lea	F							Acad Success 9 (540), Acad Support 11 (540), Acad Support 12 (540), Acad Support 10 (540)
Lenc, R	F	Sculpture P (903), Sem In Art P (903)		Sculpture P (903)		Sculpture P (903)	Sculpture P (903), AP StudArt3D (903), Sem In Art P (903)	Shaping (903)
Lindebak	F							
Machado	F	Econ P (340)	Econ P (340)	Econ P (340)	Econ P (340)	Baseball-T (FLD)		
MacKenzie	F		Draw/Desgn P (901)		Photo Imaging P (904)	Photo Imaging P (904)	Photo Imaging P (904)	Draw/Desgn P (901)
Martinez, K.	F				Int Math II (P) (501)		Int Math II (P) (501)	
McCormick	F	ExplorCompSci P (904)	AP Comp Sc A (904)	Comp Applic (904)	AP Econ Micro (323)		AP Econ Micro (323)	
McNally	F	Eng Lang Dev II (430), Eng Lang Dev I (430)	English 9 P (430)	Eng Lang Dev I (430), Eng Lang Dev II (430)			ELD Support (430)	
Medina	F	Ind Study PE (Office)	Ind Study PE (Office)					Ind Study PE (Office)
Mijares	F	Spanish I (P) (361)	Span III (P) (361)		Span III (P) (361)	Spanish I (P) (361)		Spanish I (P) (361)

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Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monahan	F		AP Eng Lit (400)		English 10 HP (400)		AP Eng Lit (400)	
O'Neill	F			Painting P (902), Adv PaintingP (902)	AP StudArt2D (902), Sem In Art P (902)	Painting P (902), Adv PaintingP (902)	AP StudArtDR (902)	Draw/Desgn P (902), Sem In Art P (902)
Overman	F				Yoga (Gym)	YearOnePE/Hlth (Gym)	YearOnePE/Hlth (Gym)	YearOnePE/Hlth (Gym)
Ramirez-Palc	F	Span II (P) (360)	Spanish I (P) (360)			Span II (P) (360)	Span II (P) (360)	Span II (P) (360)
Rather	F							
Ratliff	F			Guitar (1101), Concrct Bnd P (1101)		Symp Bnd P (1101)		
Rector	F		Leadership (822)	ASB (822)	Leadership (822)	Leadership (822)		
Riqgs	F	Acad Success 9 (420), Acad Support 10 (420), Acad Support 11 (420), Acad Support 12 (420)	Acad Success 9 (420), Acad Support 10 (420), Acad Support 11 (420), Acad Support 12 (420)	Int Math I Read (530)		Life Science (622)		
Ritchie	F	English 9 HP (412)		English 9 HP (412)		Crtrve Wrt P (412)		
Rushing	F	Yoga (Gym)	Int Dance P (Gym), Advanced DanceP (Gym), Dnce Chor/Pr P (Gym)	Dance (Gym), Beg Dance (Gym)			Yoga (Gym)	Dance (Gym), Beg Dance (Gym)
Salas	F	F/A DigiPhoto (900), Adv F/ADigPhoto (900)	Video Film P (900)	F/A DigiPhoto (900), Adv F/ADigPhoto (900)	Yearbook (900)			Video Film P (900)
Schildhouse	F	AnatPhysiologyP (601), Sci Lab Asst (601)		AnatPhysiologyP (601)	AP Biology (601)	AnatPhysiologyP (601)		AP Biology (601)
Seiut	F	Chemistry P (701)	Chemistry P (701)	Chemistry P (701)	Chemistry P (701)			Chemistry P (701), Sci Lab Asst (701)
Sills	F		Biology I P (622)	Biology I P (622)	Biology I P (622)	Life Science (622)		Biology I P (622)
Silverwood	F		Int Math I HP (510)		Int Math I HP (510)	Int Math II (P) (510)	Int Math I HP (510)	Int Math II (P) (510)
Sisler	F	Int Math I(P) (560)	MathAnalw/TrigP (560)	Int Math I(P) (560)	MathAnalw/TrigP (560)		MathAnalw/TrigP (560)	
Sovacool, C.	F	Acad Success 9 (710), Acad Support 10 (710), Acad Support 11 (710), Acad Support 12 (710)	Acad Success 9 (710), Acad Support 10 (710), Acad Support 11 (710), Acad Support 12 (710)	Int Math I Fund (710), Int Math I Read (710), Business Math (710)	Int Math I Fund (710), Int Math I Read (710), Business Math (710)	Acad Success 9 (710), Acad Support 10 (710), Acad Support 11 (710), Int Math I Read (710), Acad Support 12 (710)		
Sovacool, S.	F	Football J/V (Gym)		Football -FR (Gym), Peer Tutoring (GYM)		Football-T (Gym)	Weight Trng (Gym)	Weight Trng (Gym)
Stapko	F			Physics P (740)	AVID II (740)	Physics P (740)	Physics P (740)	Physics P (740), Sci Lab Asst (740)
Steele	F	English 10 P (1301)		English 10 P (1301)	English 12 P (1301)		English 12 P (1301)	English 10 P (1301)
Steward	F	Biology I P (621)	Biology I P (621)		Biology I P (621)	Shtl Ear/Spa(P) (621)	Biology I P (621)	
Storch	F		Fashion/Des (P) (902), Sem In Art P (902)		Culinary Art P (201)	Child Develop1P (1308)	Child Develop1P (1308)	Culinary Art P (201)
Tan	F		ELD Support (412)		English 9 HP (412)		English 9 HP (412)	
Teaque	F		Span IV (P) (300)	AP Span Lang (300)	Span IV (P) (300)	Span Prof Com P (300)	Span III (P) (300)	
Teaque, J.	F			Int Math II HP (500)	Int Math II HP (500)	Int Math II HP (500)	Int Math II HP (500)	Int Math I HP (500)

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## STAFF SCHEDULE - Term: F

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Teacher	Term	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Thile	F	Chemistry P (700), Sci Lab Asst (700)	Chemistry P (700)		Chemistry P (700)	Biology I P (600), Sci Lab Asst (700)		Biology I P (600), Sci Lab Asst (700)
Vice	F	AP US Hist (350)	US Hist P (350)	AP US Hist (350)	US Hist P (350)	US Hist P (350), Shlt USHST P (350)		
Wallace	F	AM Govt Fund (320)		English 11 P (460)	Acad Success 9 (320), Acad Support 10 (320), Acad Support 11 (320), Acad Support 12 (320)		Wrld Hist Fund (320)	
Wanczuk	F		English 9 HP (450)	AP Eng Lang (450)	English 9 HP (450)	AP Eng Lang (450)		
Wong	F							
Zitman	F		Earth/Spc P (602)	Acad Success 9 (401), Acad Support 10 (401), Acad Support 11 (401), Acad Support 12 (401)	Earth/Spc P (602)		US Hist Fund (401)	
Zybart	F	Int Math III HP (541)	Int Math III P (541)	Int Math III HP (541)	Int Math III P (541)	Calculus III (541)		

# Appendix O: Master Schedule 2017-18

## La Costa Canyon High School Scheduling Master Schedule - Year

2017-2018

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
<b>Business</b>							
318 Buhr	MktgPrncIP/Y	Intro Business/PY	MktgPrncIP/Y	Intro Business/PY			EWE Int.LY Work ExptY
797 McCormick	ExplorCompSci PY	AP CompSciPinnY	ExplorCompSci PY	AP Comp Sci AY		Robotic/Eng/techY	
<b>Fine &amp; Performing Art</b>							
345 Teacher	Draw/Design PY	AP Eng Lit/Y	Video Film PY	Draw/Design PY	Fashion Des (P)Y Adv Vid Film PY	Draw/Design PY Video Film PY	Fashion Des (P)Y
349 Franke, L.	Draw/Design PY	AP US Hist/Y	Video Film PY	Draw/Design PY	Acting I PY	AP Art Hist/Y	Improv/ScriptwrtPY
736 Golden			Int Acting PY				
736 Golden			Music Thir PY				
736 Golden			Stagehand TechY				
381 Lenc, R.	Sculpture PY		Sculpture PY				
381 Lenc, R.							
381 Lenc, R.							
769 MacKenzie		Imaging PY		YearbookY	Adv Digi ImageryY		Draw/Design PY
769 MacKenzie			Painting PY	Adv PaintingPY	Imaging PY		Painting PY
696 O'Neill				AP StudAct2DY			
696 O'Neill				Sem In Art PY			
766 Retzlir		Symp Bnd PY		Inst MusicY			
318 Berend	English 10 PY	English 10 PY	English 10 PY	English 11 PY	English 11 PY	English 10 HPY	English 10 HPY
494 Chadwick	English 11 PY	English 10 HPY	English 11 PY	English 9 PY	English 9 PY	Crive Wrt PY	Journ IY
795 Chailish-Hall						English 9 PY	Adv Journ PY
327 Cunningham	AP Eng Lang/Y		AP Eng Lang/Y			English 11 PY	English 10 PY
775 English Teacher 1	Eng 12 PY		English 12 PY			English 12 PY	
775 English Teacher 2	Eng 9 HPY		English 9 HPY			English 9 HPY	
345 Franke	AP Eng Lit/Y		AP Eng Lit/Y			English 9 PY	English 11 PY
368 Housen	Eng Lang Dev I/Y		Eng Lang Dev I/Y			English 12 PY	ELD SupportY
378 Lax	Eng Lang Dev IV/Y		Eng Lang Dev IV/Y			English 10 HPY	Senior SemmY
666 McNeil	Eng Lang Dev I/Y		Eng Lang Dev I/Y			ELD SupportY	English 9 PY
666 McNeil	Eng Lang Dev II/Y		Eng Lang Dev II/Y			English 10 HPY	English 10 HPY
394 Monahan	English 10 HPY		English 10 HPY			Senior SemmY	English 10 HPY
796 Steward	English 12 PY		English 12 PY			English 11 PY	English 11 PY
796 Steward	English 9 PY		English 9 PY			English 11 PY	English 11 PY
444 Wenczak	English 9 HPY		English 9 HPY			English 9 HPY	English 9 HPY
<b>World Language</b>							
742 Antkowiak	Spanish I (P)Y	Spanish I (P)Y	French II (P)Y	Spanish I (P)Y	Spanish I (P)Y	Spanish I (P)Y	Spanish I (P)Y
741 Emr	French I (P)Y	French I (P)Y	French II (P)Y	Spanish I (P)Y	Spanish I (P)Y	Spanish I (P)Y	Spanish I (P)Y
618 Francois	Am Sgn LngI/PY	Am Sgn Ln I/PY	AM Sgn LnI/PY	Am Sgn Ln I/PY	Am Sgn LnI/PY	Am Sgn LnI/PY	Am Sgn LnI/PY
353 Gupta	Spain III (P)Y	Spain III (P)Y	Spain III (P)Y	Spain III (P)Y	Spain III (P)Y	Spain III (P)Y	Spain III (P)Y
408 Ramirez-Palomo	Spain II (P)Y	Spain II (P)Y	Spain II (P)Y	Spain II (P)Y	Spain II (P)Y	Spain II (P)Y	Spain II (P)Y
434 Teague	Spain IV (P)Y	Spain IV (P)Y	Spain IV (P)Y	Spain IV (P)Y	Spain IV (P)Y	Spain IV (P)Y	Spain IV (P)Y
<b>Home Economics</b>							
798 Art Teacher	Draw/Design PY		Culinary Art PY	Draw/Design PY	Fashion Des (P)Y	Draw/Design PY	Fashion Des (P)Y
679 Griffin	Culinary Art PY		Culinary Art PY	Culinary Art PY	Intro FoodsY	Intro FoodsY	Shaping Y
381 Lenc, R.	Sculpture PY		Sculpture PY	Culinary Art PY	Sculpture PY	Sculpture PY	Shaping Y
766 Steward			Teaching/LearnY	Culinary Art PY	Child Develop I/PY		Culinary Art PY
<b>Physical Education</b>							
797 McCormick	ExplorCompSci PY	AP CompSciPinnY	ExplorCompSci PY	AP Comp Sci AY		Robotic/Eng/techY	Biology I PY
769 Steward	PrintEngDesgnPY	IntroEngDesgnPY	Archit Dsgn(P)Y			PrintEngDesgnPY	Biology I PY
769 Steward	Archit Dsgn(P)Y					Archit Dsgn(P)Y	
<b>Special Education</b>							
766 Bejarano	Eng Fund 9Y	Econ FundF	Eng Fund 9Y	Econ Fund 9Y	Work ExptY	Acad Success 9Y	Econ FundF
798 Bejarano	AM Govt Fund/S	AM Govt Fund/S	Eng Fund 10Y	AM Govt Fund/S	Eng Fund 10Y	Acad Support 10Y	AM Govt Fund/S
798 Bejarano	Eng Fund 10Y	Eng Fund 10Y	Eng Fund 10Y	Eng Fund 10Y	Peer TutoringY	Acad Support 10Y	US History
798 Bejarano	Eng Fund 12Y	Eng Fund 12Y	Eng Fund 12Y	Eng Fund 12Y	Peer TutoringY	Acad Support 12Y	Eng Fund 12Y
798 Bejarano	US Hist Fund/Y	US Hist Fund/Y	US Hist Fund/Y	US Hist Fund/Y	Peer TutoringY	Acad Support 12Y	US Hist Fund/Y
557 Britt	Eng Fund 9Y	Eng Fund 9Y	AM Govt Fund/F	Eng Fund 9Y	Work ExptY	AM Govt Fund/S	Work ExptY
557 Britt	Eng Fund 10Y	Eng Fund 10Y	Eng Fund 10Y	Eng Fund 10Y	Peer TutoringY	Econ Fund/S	Econ Fund/S
557 Britt	Eng Fund 11Y	Eng Fund 11Y	World Hist Fund/Y	Eng Fund 11Y	Peer TutoringY	US Hist Fund/Y	Peer TutoringY
557 Britt	Eng Fund 12Y	Eng Fund 12Y	US Hist Fund/Y	Eng Fund 12Y	Peer TutoringY	US Hist Fund/Y	Peer TutoringY
736 Christoff	Int Math I Fund/Y	Int Math I Fund/Y	Int Math I Fund/Y	Int Math I Fund/Y	Peer TutoringY	Acad Success 9Y	Acad Success 9Y
736 Christoff						Acad Support 10Y	Acad Support 10Y
736 Christoff						Acad Support 11Y	Acad Support 11Y



Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
738 Cimino	Life Skills FunctY	Life Skills FunctY	Life Skills FunctY	Life Skills FunctY	Adap PEY	Acad Support 12Y	Acad Support 12Y
658 Filmore	Learning Chry	Learning Chry	Learning Chry	Learning Chry	Learn Chry	Life Skills FunctY	Adap PEY
654 Gok	Eng Fund 10Y	Eng Fund 10Y	Eng Fund 11Y	Eng Fund 12Y	Eng Fund 9Y	Eng Fund 12Y	Work ExperiY
675 Holland	Math Funct 9Y	Math Funct 9Y	Math Funct 10Y	Math Funct 10Y	Phys Sci FunctY	Life Sci FunctY	Peer TutoringY
760 Jay	Math Funct 11Y	Math Funct 11Y	Math Funct 11Y	Math Funct 11Y	Health FunctY	Health FunctY	Life ScienceY
760 Jay	Math 12 FunctY	Math 12 FunctY	Math 12 FunctY	Peer TutoringY	Peer TutoringY	Acad Support 9Y	Acad Support 10Y
765 Lea	Int Math I ReadyY	Int Math I ReadyY	Int Math I ReadyY	Acad Support 12Y	Acad Support 12Y	Acad Support 11Y	Acad Support 11Y
765 Lea	Int Math I ReadyY	Int Math I ReadyY	Int Math I ReadyY	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y
765 Lea	Int Math I ReadyY	Int Math I ReadyY	Int Math I ReadyY	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y
794 Nunzio	Acad Success 9Y	Acad Success 9Y	Acad Success 9Y	Acad Success 9Y	Acad Success 9Y	Acad Support 10Y	Acad Success 9Y
621 Sovacool, C	Acad Support 10Y	Acad Support 10Y	Acad Support 10Y	Acad Support 10Y	Business MathY	Acad Support 10Y	Acad Support 10Y
621 Sovacool, C	Acad Support 11Y	Acad Support 11Y	Acad Support 11Y	Acad Support 11Y	Acad Support 11Y	Acad Support 11Y	Acad Support 11Y
621 Sovacool, C	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y	Acad Support 12Y
442 Wallace	AM Govt FundF	AM Govt FundF	AM Govt FundF	AM Govt FundF	AM Govt FundF	AM Govt FundF	AM Govt FundF
442 Wallace	Econ FundS	Econ FundS	Econ FundS	Econ FundS	Econ FundS	Econ FundS	Econ FundS
443 Wallace	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y
443 Wallace	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y
542 Ziman	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y
542 Ziman	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y
542 Ziman	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y	EarthSpec P1Y
<b>Mathematics</b>							
737 Anderson, B	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y
585 Anderson, M	APCalc BC/Y	APCalc BC/Y	APCalc BC/Y	APCalc BC/Y	APCalc BC/Y	APCalc BC/Y	APCalc BC/Y
599 Charnow	Int Math I (P)Y	Int Math I (P)Y	Int Math I (P)Y	Int Math I (P)Y	Int Math I (P)Y	Int Math I (P)Y	Int Math I (P)Y
792 Ellis	Int Math II HP/Y	Int Math II HP/Y	Int Math II HP/Y	Int Math II HP/Y	Int Math II HP/Y	Int Math II HP/Y	Int Math II HP/Y
614 Fietes	StatuProb P/Y	StatuProb P/Y	StatuProb P/Y	StatuProb P/Y	StatuProb P/Y	StatuProb P/Y	StatuProb P/Y
496 Griesmer	APCalc AB/Y	APCalc AB/Y	APCalc AB/Y	APCalc AB/Y	APCalc AB/Y	APCalc AB/Y	APCalc AB/Y
735 Martinez, K	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y
674 Silverwood	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y	Int Math I HP/Y
428 Sailer	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y
688 Taylor, Math	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y	Int Math II (P)Y
453 Zohari	Int Math III HP/Y	Int Math III HP/Y	Int Math III HP/Y	Int Math III HP/Y	Int Math III HP/Y	Int Math III HP/Y	Int Math III HP/Y
453 Zohari	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y
453 Zohari	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y	Int Math III P/Y
<b>Physical Education</b>							
324 Cassaw	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y
770 Farr	Pop Squad/Y	English 9 HP/Y	English 9 HP/Y	English 9 HP/Y	English 9 HP/Y	English 12 P/Y	English 12 P/Y
347 Flores	Physical Ed/Y	Soccer/Y	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	Basketball-G-T/Y	Basketball-G-T/Y
352 Giuliano	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	Wrestling-T/Y	Wrestling-T/Y
386 Machado	Econ P/F	YearOnePE/HlthY	Econ P/F	Econ P/F	Econ P/F	AP US Hist/Y	AP US Hist/Y
784 Overman	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	Baseball-T/Y	Baseball-T/Y
772 PE Teacher	Int Dance P/Y	Int Dance P/Y	Int Dance P/Y	Int Dance P/Y	Int Dance P/Y	Yoga/Y	Yoga/Y
583 Sovacool, S	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY
583 Sovacool, S	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY	YearOnePE/HlthY
<b>Science</b>							
618 Erubaker	Biology I P/Y	AP Envir Sci/Y	Biology I P/Y	Biology I P/Y	Biology I P/Y	Biology I P/Y	Biology I P/Y
639 Can/ye	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y
367 Honsberger	Physics P/Y	AP Phys C E/MY	AP Phys C E/MY	AP Phys C E/MY	AP Phys C E/MY	Chemistry P/Y	Chemistry P/Y
421 Schidhouse	Chemistry P/Y	Earth/Spec P/Y	Earth/Spec P/Y	Earth/Spec P/Y	Earth/Spec P/Y	Physics P/Y	Physics P/Y
424 Shuit	AP Biology/Y	AP Biology/Y	AP Biology/Y	AP Biology/Y	AP Biology/Y	Chemistry P/Y	Chemistry P/Y
424 Shuit	Chemistry P/F	Chemistry P/F	Chemistry P/F	Chemistry P/F	Chemistry P/F	Anal/PhysiologyP/Y	Anal/PhysiologyP/Y
427 Sills	AP Chemistry/S	AP Chemistry/S	AP Chemistry/S	AP Chemistry/S	AP Chemistry/S	Biology I P/Y	Biology I P/Y
427 Sills	Biology I P/Y	Biology I P/Y	Biology I P/Y	Biology I P/Y	Biology I P/Y	Physics P/Y	Physics P/Y
427 Sills	SHL Biol P/Y	SHL Biol P/Y	SHL Biol P/Y	SHL Biol P/Y	SHL Biol P/Y	Physics P/Y	Physics P/Y
627 Stajko	Physics P/Y	Physics P/Y	Physics P/Y	Physics P/Y	Physics P/Y	Prim/EngineeringY	Prim/EngineeringY
769 Steward	Chemistry P/Y	Prim/EngineeringY	Prim/EngineeringY	Prim/EngineeringY	Prim/EngineeringY	Biology I P/Y	Biology I P/Y
435 Thile	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y	Chemistry P/Y	Biology I P/Y	Biology I P/Y
<b>Social Science</b>							
324 Cassaw	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y	AP World Hist/Y	Basketball-V-T/Y	Basketball-V-T/Y
334 Denyes	AP Govt/F	AP Govt/F	AP Govt/F	AP Govt/F	AP Govt/F	AP Govt/F	AP Govt/F
334 Denyes	AP Govt/S	AP Govt/S	Econ P/S	Econ P/S	Econ P/S	Sociology P/Y	Sociology P/Y
336 Digulio, J.	AP Econ Micro/F	AP Econ Micro/F	AP Econ Micro/S	AP Econ Micro/S	AP Econ Micro/S	Sociology P/Y	Sociology P/Y
782 Eichlin	AVID I/Y	AVID I/Y	AVID I/Y	AVID I/Y	AVID I/Y	AP PsychY	AP PsychY
782 Eichlin	AP PsychY	AP PsychY	AP PsychY	AP PsychY	AP PsychY	AP PsychY	AP PsychY
346 Finckel	AP US Hist/Y	AP US Hist/Y	AP US Hist/Y	AP US Hist/Y	AP US Hist/Y	AP PsychY	AP PsychY
352 Giuliano	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	Sr/Ocean/LfswrY	AP US Hist/Y	AP US Hist/Y
356 Groseclose	AVID Sr: Sm P/Y	AVID Sr: Sm P/Y	Amer Govt P/F	Amer Govt P/F	Amer Govt P/F	World Hist P/Y	World Hist P/Y
356 Groseclose	Amer Govt P/S	Amer Govt P/S	Amer Govt P/S	Amer Govt P/S	Amer Govt P/S	SHL Wild Hist P/Y	SHL Wild Hist P/Y

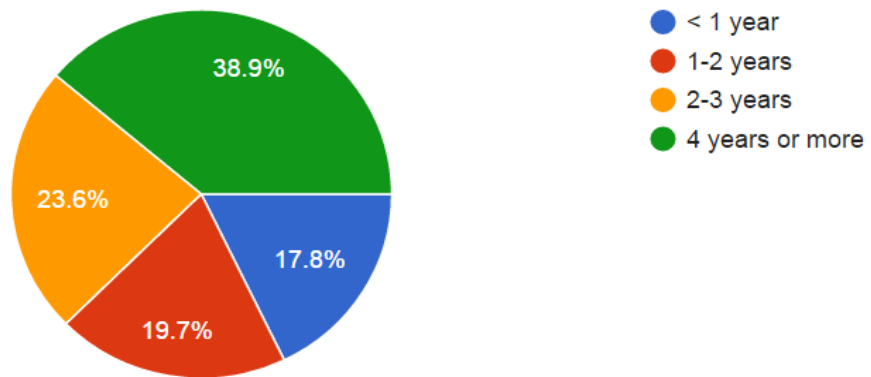
Teacher:	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
763 Hendry	US Hist P/Y	Psychology P/Y	US Hist P/Y	World Hist P/Y	World Hist P/Y	AP World Hist	AP World Hist
360 Hillen	Econ P/F		World Hist P/Y	World Hist P/Y	Econ P/F		AP World Hist
386 Machado	Econ P/S		Econ P/F	Shit Econ P/F	Econ P/F		Shit US Hist P/Y
386 Machado	Econ P/S		Econ P/S	Econ P/S	Econ P/S		Baseball-T/Y
440 Vice	AP US Hist/Y	US Hist P/Y	AP US Hist/Y	US Hist P/Y	US Hist P/Y		
<b>Effective</b>							
641 Diguilio, K.	AVID III P/Y		AVID I/Y	AVID III P/Y			
641 Diguilio, K.	AP Econ Micro/F	AVID I/Y	AVID I/Y				
782 Echlin			AP Econ Micro/S		AP World Hist/Y		
382 Echlin	Amr Govt P/F	AVID I/Y					
382 Echlin	Amr Govt P/F	World Hist P/Y	Amr Govt P/F	Amr Govt P/F			
386 Geselese	Amr Govt P/S	Prac Tutoring/Y	Amr Govt P/S	Shit AmGov P/S			
376 Jax	English 10 HP/Y	Senior Semtr/Y	English 10 HP/Y	English 10 HP/Y	AP Eng Livy		English 10 HP/Y
394 Monahan	Leadership/Y	Leadership/Y	ASBY	Leadership/Y			
740 Rector							

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## Appendix P: Parent Questionnaire Results

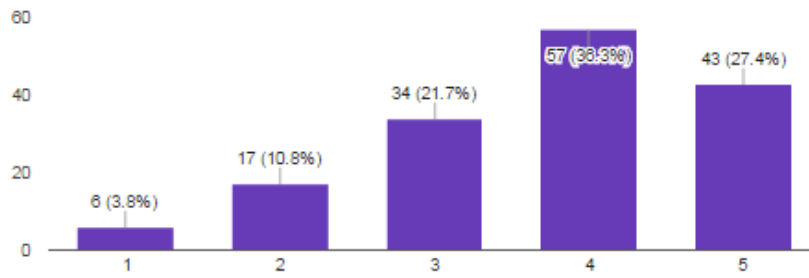
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### Results of Site Climate Survey for Parents



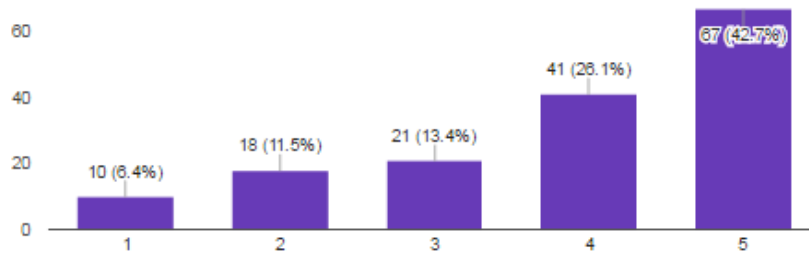
Teachers at LCC challenge students to improve over the course of the school year.

(157 responses)

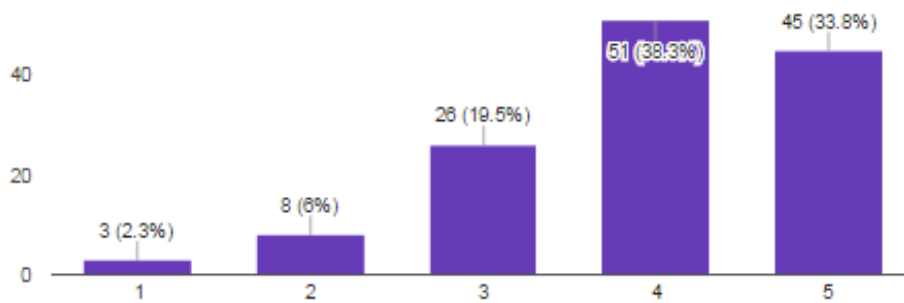


The school provides an effective process to keep parents informed about student progress.

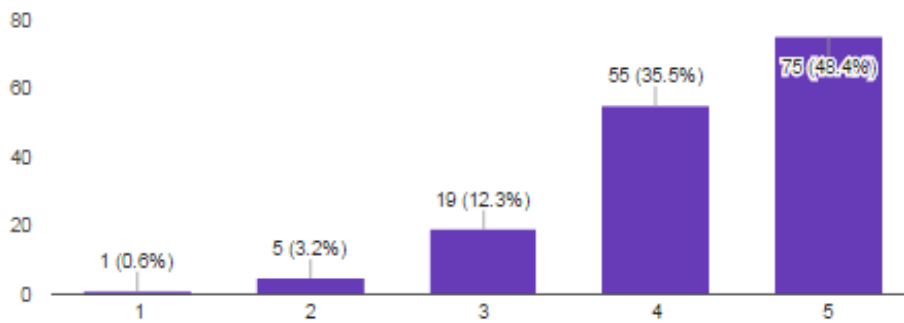
(157 responses)



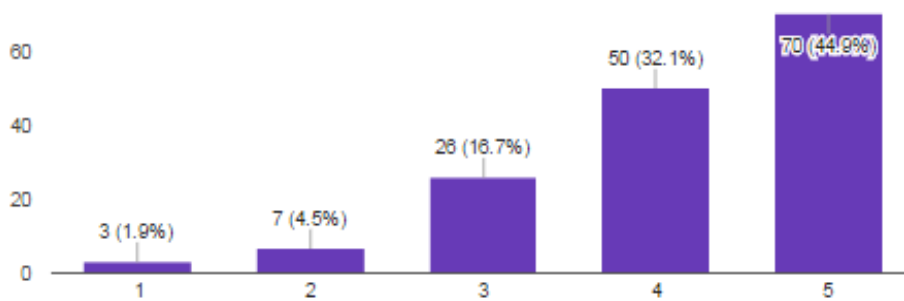
Students feel successful at LCC. (133 responses)



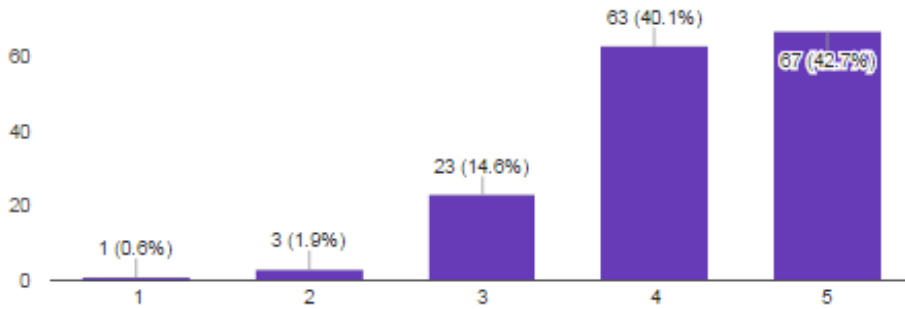
Students feel safe at LCC. (155 responses)



Students feel academically challenged at LCC. (156 responses)

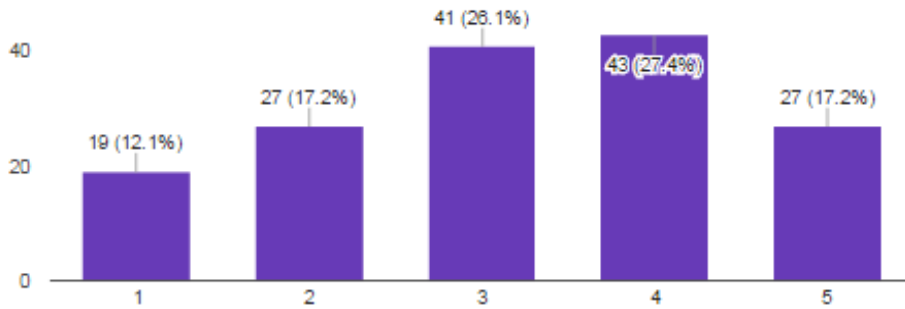


School rules and expectations are clearly communicated. (157 responses)

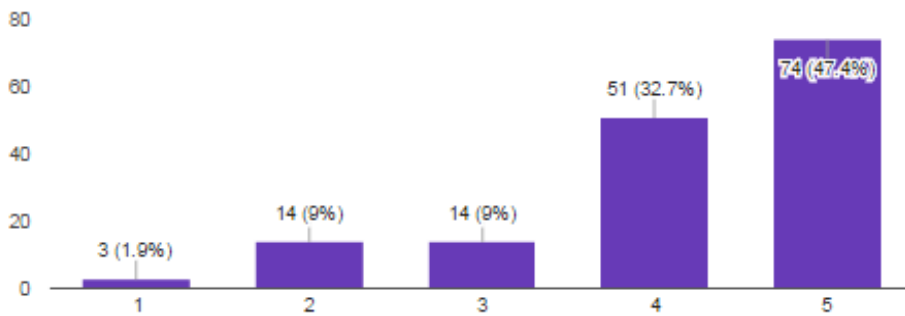


Students receive appropriate individual support in their academic growth.

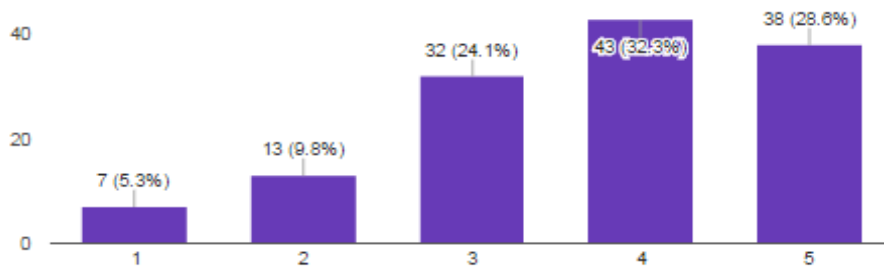
(157 responses)



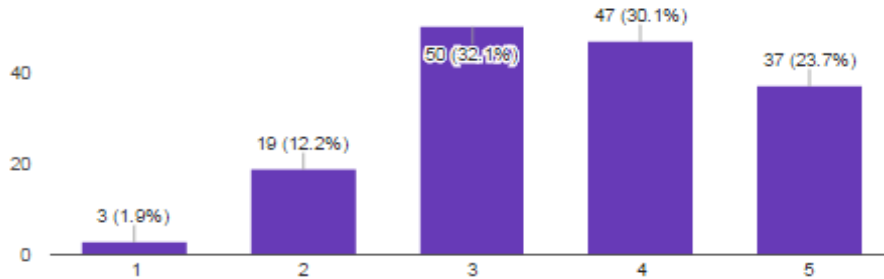
LCC administrators treat students with respect. (156 responses)



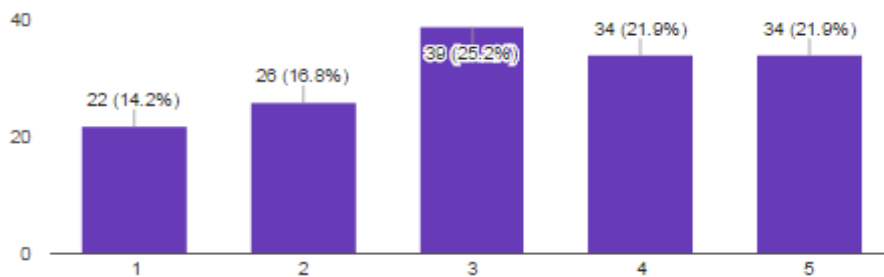
LCC offers a wide variety of elective courses. (133 responses)



Teachers include critical thinking activities to evaluate students. (156 responses)



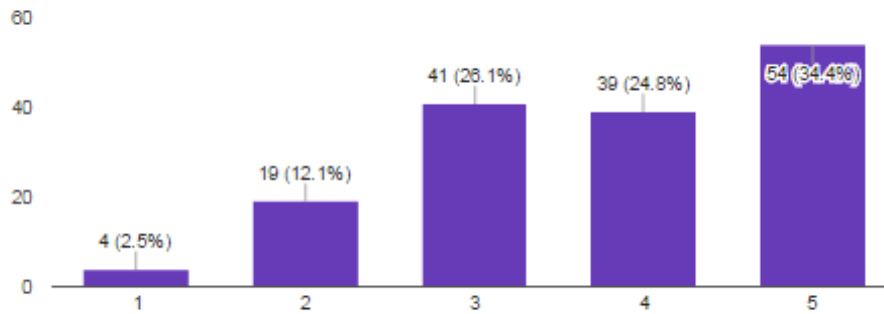
Parents are provided with useful and timely information regarding students' personal learning plans, colleges, testing, financial assistance, and careers. (155 responses)



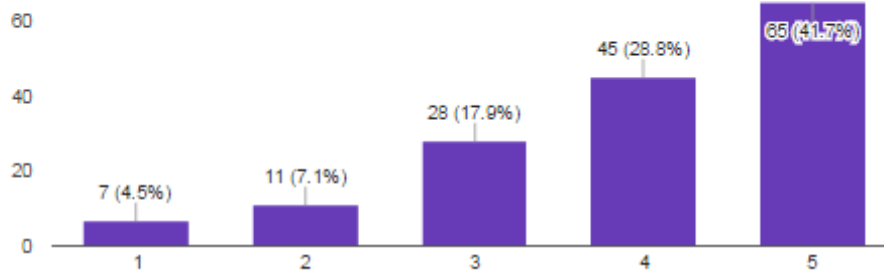


### LCC's mission and vision are clearly communicated to parents and community members

(157 responses)

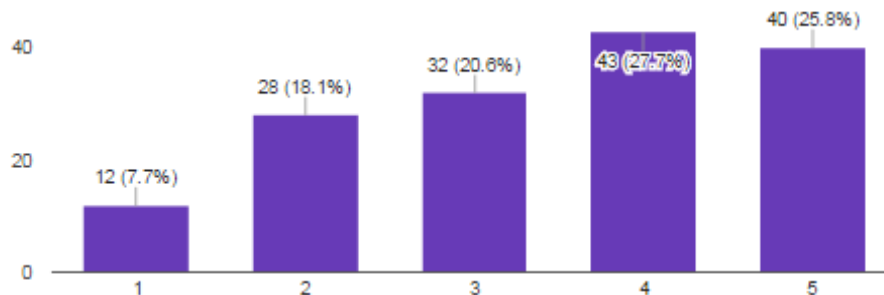


### LCC provides many ways to be involved in the school community. (156 responses)



### LCC administrators and faculty listen and value parent and community involvement and feedback.

(155 responses)



## Appendix Q: SARC



### La Costa Canyon High School

1 Maverick Way • Carlsbad, CA 92009 • 760-436-6136 • Grades 9-12  
Bryan Marcus, Principal  
bryan.marcus@sduhsd.net  
<http://lc.sduhsd.net/>

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

#### San Dieguito Union High School District

710 Encinitas Blvd.  
Encinitas, CA 92024  
(760) 753-6491  
[www.sduhsd.net](http://www.sduhsd.net)

#### District Governing Board

Amy Herman, President  
Joyce Dalessandro, Vice President  
Beth Hergesheimer, Clerk  
Maureen "Mo" Muir, Trustee  
John Salazar, Trustee

#### District Administration

Eric R. Dill, Superintendent  
**Superintendent**  
Michael Grove, Ed.D.  
**Associate Superintendent,  
Educational Services**  
Mark Miller  
**Associate Superintendent,  
Administrative Services**  
Torrie Norton  
**Associate Superintendent, Human  
Resources**

#### School Description

La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive life-long learners.

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	484
Grade 10	421
Grade 11	488
Grade 12	470
Ungraded Secondary	31
<b>Total Enrollment</b>	<b>1,894</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	4.4
Filipino	1.3
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0.3
White	75.6
Two or More Races	2
Socioeconomically Disadvantaged	9.7
English Learners	5.2
Students with Disabilities	14.5
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
La Costa Canyon High School	14-15	15-16	16-17
<b>With Full Credential</b>	85	77	85
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
San Dieguito Union High School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
La Costa Canyon High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	1	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	97.6	2.4
Districtwide		
<b>All Schools</b>	98.2	1.8
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	98.2	1.8

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language of Literature adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008, SDUHSD developed materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	All textbooks adopted 2007; Acting One, Experiencing Dance, A Sense of Dance; Developing Digital Short Films, Photography; Introduction to Digital Photography; Drawing: A Foundation; Art Fundamentals; Craft and Art of Clay; Artforms; Recording Music; Fundamentals of Music The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school includes 120 classrooms, six computer labs, a library media center, and audiovisual technology facilities. We also have a visual and performing arts building and music facility with music performance classrooms, a 470-seat performing arts center, a two-story gymnasium that seats 2,200, and a stadium that seats 5,000.

In 2014, LCC upgraded the school library, heating and air-condition units as well as infrastructure and wifi. In addition, installed short-throw projectors in all 120 classrooms.

In January 2011, we completed our solar energy project. To beautify our campus we added drought-tolerant landscaping in the spring of 2012. Solar energy powers 70 percent of our school's needs.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/25/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/25/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	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			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			
Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.				

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	61	68	77	80	44	48
Math	54	55	68	71	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	78	76	73	85	85	84	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11	28.4	48.9

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



2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	416	404	97.1	72.8
Male	211	205	97.2	70.2
Female	205	199	97.1	75.4
Asian	15	15	100.0	73.3
Hispanic or Latino	71	68	95.8	50.0
White	311	302	97.1	78.5
Socioeconomically Disadvantaged	53	51	96.2	37.3
English Learners	30	29	96.7	17.2
Students with Disabilities	63	60	95.2	33.3

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

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	483	467	96.7	68.2
Male	11	248	237	95.6	60.3
Female	11	235	230	97.9	76.4
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	25	25	100.0	84.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	82	80	97.6	46.3
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	355	341	96.1	70.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	57	52	91.2	32.7
English Learners	11	26	25	96.2	4.0
Students with Disabilities	11	56	47	83.9	27.7
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	483	466	96.5	54.6
Male	11	248	237	95.6	53.6
Female	11	235	229	97.5	55.7
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	25	25	100.0	88.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	82	80	97.6	27.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	355	341	96.1	58.5
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	57	52	91.2	15.4
English Learners	11	26	25	96.2	4.0
Students with Disabilities	11	56	47	83.9	8.5
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Under the direction of the LCCHS Foundation, hundreds of parent volunteers and families support school programs and provide supplemental educational resources through membership drives and fund-raisers. Parents play an active part in a variety of school events. Parents volunteer regularly on campus and serve on various school committees such as School Site Council, Maverick Academic Boosters, and Maverick Athletic Boosters and WASC. We offer school-based meetings for Spanish-speaking parents through our English Language Advisory Committee (ELAC).

**State Priority: School Climate**

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

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

**School Safety Plan**

We require all students to remain on campus, with the exception of seniors who have a permit to leave during lunch. Visitors must check in at the front desk and wear visitor badges while on campus. We have one campus supervisor, three assistant principals, and four counselors. Our school safety plan is updated annually and outlines regular fire, earthquake, and campus lock-down drills.



Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	1.4	1.6
Expulsions Rate	0.1	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	1.3	1.4	1.6
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	463

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	27	32	33	25	5	4	7	18	48	48	35
Mathematics	31	30	29	12	9	8	9	18	29	38	35	17
Science	32	29	31	10	9	5	4	18	23	41	30	25
Social Science	28	27	34	19	24	3	4	4	11	40	40	40

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

#### Professional Development provided for Teachers

Teachers collaborate regularly within academic departments to discuss department goals and action plans to improve student achievement and course consistency. Administration conducts monthly professional development as well as department chair meetings to facilitate progress within the school's academic programs. Departments use staff development time to collaborate regularly. Collaboration days are used to monitor student learning by creating assessments, analyze student achievement results, and to develop systematic interventions to improve student achievement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$46,184
Mid-Range Teacher Salary	\$79,139	\$75,179
Highest Teacher Salary	\$99,546	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,815	\$124,243
Average Principal Salary (HS)	\$142,821	\$137,939
Superintendent Salary	\$222,737	\$217,637
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/td/cs/](http://www.cde.ca.gov/ds/td/cs/).

### Types of Services Funded

For the 2016-17 school year, LCC has worked collaboratively with the LCC Foundation to create an enrichment program after school that is open to all students. Credentialed teachers are available after school, including a Tuesday evening session, to support students in all curricular areas. The parent Foundation provides financial support to run the Academic Enrichment program for the entirety of the school year every Monday through Thursday. Through categorical achievement funds, LCC has established a "Newcomer's Academy" for EL learners that are new to the country. These students have smaller class sizes and additional enrichment in ELA and Math, and vocabulary development in Science and Social Science.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
La Costa Canyon High School	2011-12	2013-14	2014-15
Dropout Rate	1.30	2.10	2.50
Graduation Rate	97.50	97.01	95.63
San Dieguito Union High School District	2011-12	2013-14	2014-15
Dropout Rate	1.60	1.80	2.70
Graduation Rate	97.19	96.71	95.96
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1013
% of pupils completing a CTE program and earning a high school diploma	35%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.52
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	75.4

\* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,138	\$711	\$4,427	\$61,360
District	♦	♦	\$6,146	\$79,161
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-28%	-15%
Percent Difference: School Site/ State			-19%	-17%

\* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	4	♦
Foreign Language	1	♦
Mathematics	3	♦
Science	6	♦
Social Science	5	♦
All courses	22	45

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	93	95	86
Black or African American	80	88	78
American Indian or Alaska Native	100	75	78
Asian	90	99	93
Filipino	100	100	93
Hispanic or Latino	85	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	95	96	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	80	85	66
English Learners	38	41	54
Students with Disabilities	100	100	78

**Career Technical Education Programs**

Students who are 16 or older have the opportunity to develop skills and knowledge about various careers and occupations through non-paid internships in conjunction with regular classroom instruction. They complete a minimum of 100 hours of worksite experience, plus a minimum of 18 hours of related classroom instruction. Under the direction of the classroom teacher, students receive elective credit and valuable experience in the workplace. These internships cover marketing, firefighting, journalism, television, law, architecture, scientific research, medicine, software development, and small-business training. Our school has a partnership with Mira Costa College for dual credit in selected technical prep coursework.


**DataQuest**

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

**Internet Access**

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

# Appendix R: School Quality Snapshot



### 2013-14 School Quality Snapshot

**La Costa Canyon High**  
San Dieguito Union High  
1 Maverick Way, Encinitas, CA 92009

Grades Offered: 9 - 12  
Enrollment: 2,073  
Charter: No  
Title I Funded: No  
CDS Code: 37-68346-3731007

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**California Assessment of Student Performance and Progress (CAASPP)**

**What is the CAASPP system?**  
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

**How will the CAASPP system benefit California?**  
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

**What are the Smarter Balanced Tests?**  
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

**Why are the results of the 2013-14 Smarter Balanced Tests not reported?**  
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

**Why is the 2014 Growth API not reported on the 2013-14 SQS?**  
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

**Where can I find more information on the CAASPP system?**  
Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ca/>

**California's Academic Performance Index (API)**

2013 Growth API	859
Growth from Prior to Current Year	25
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2013 Growth API State Rank	9
2013 Growth API Similar Schools Rank	4

**API Subgroup Performance - 2013 API Growth**

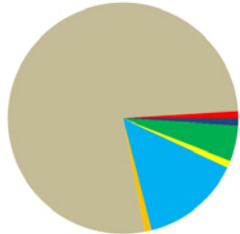
	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino	Yes	51
Native Hawaiian or Pacific Islander		--
White	Yes	15
Two or More Races		--
English Learners		--
Socioeconomically Disadvantaged	Yes	90
Students with Disabilities	Yes	62

Green = Student group met target  
Red = Student group did not meet target  
-- = Student group is not numerically significant

**CHART LEGEND:**  
■ SCHOOL    ● DISTRICT    ◆ STATE

CDS: County-district-school  
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

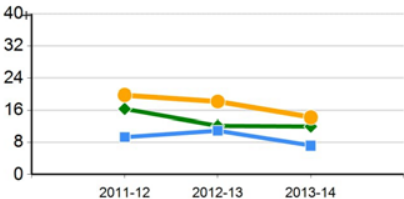
**2013-14 Enrollment by Race/Ethnicity**



**2013-14 Subgroup Enrollment**

English Learners	5%
Socioeconomically Disadvantaged	10%
Students with Disabilities	13%

**Percentage of Students Redesignated to Fluent-English Proficient**



California Department of Education  
Report (v2.a) Generated: August 21, 2016

**Tom Torlakson**  
State Superintendent of Public Instruction

Please visit the following Web page for more information: <http://www.cde.ca.gov/snapshot/>

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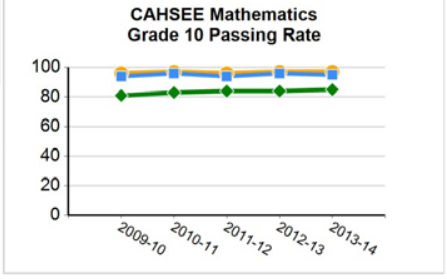
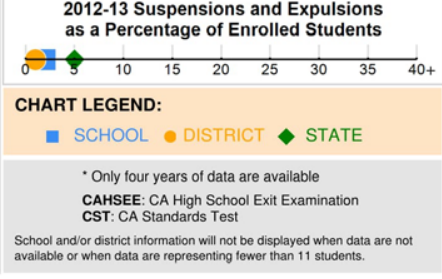
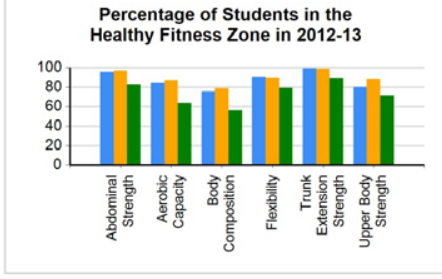
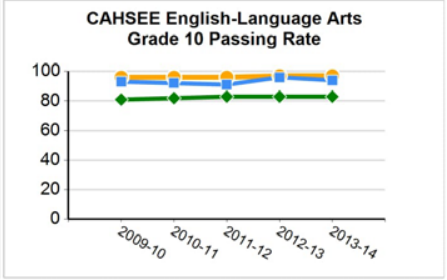
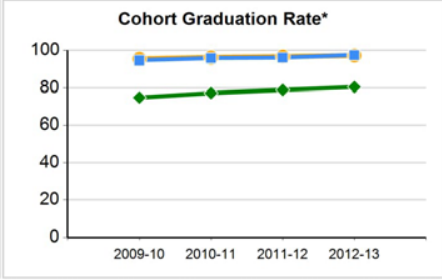
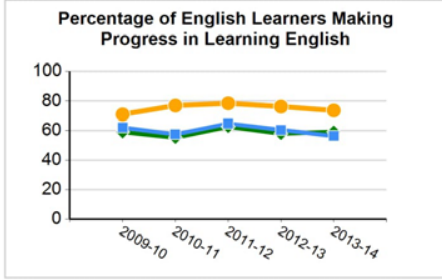
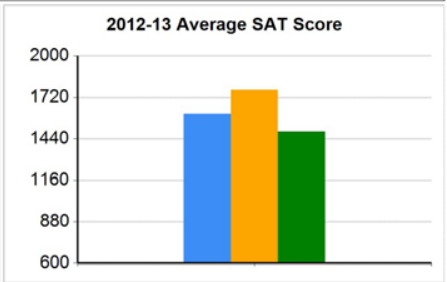
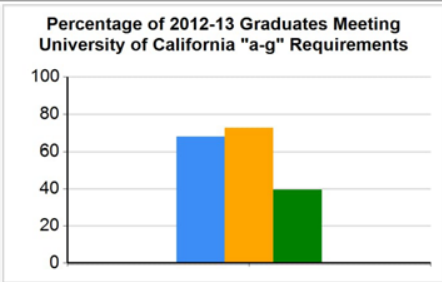
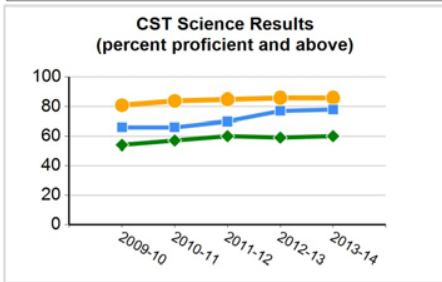


### 2013-14 School Quality Snapshot

#### La Costa Canyon High

San Dieguito Union High  
1 Maverick Way, Encinitas, CA 92009

Grades Offered: 9 - 12  
Enrollment: 2,073  
Charter: No  
Title I Funded: No  
CDS Code: 37-68346-3731007



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## Appendix S: SPSA

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### The Single Plan for Student Achievement

School: La Costa Canyon High School  
District: San Dieguito Union High School District  
County-District School (CDS) Code): 37-68346-3731007  
Principal: Bryan Marcus  
Date of this revision:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bryan Marcus  
Position: Principal  
Telephone Number: (760) 436-6136 x6000  
Address: 1 Maverick Way  
Carlsbad, CA 92009  
E-mail Address: bryan.marcus@sduhsd.net

The District Governing Board approved this revision of the School Plan on:



## A. School Site Information La Costa Canyon High School

### **Vision Statement:**

At La Costa Canyon High School, we believe in building a school community of life-long learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures.

### **Mission Statement:**

#### Mission:

La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive life-long learners.

#### LCCHS Expected School-wide Learning Results (ESLRs)

La Costa Canyon High School graduates will be:

I. Students who will acquire a acquire knowledge consistent with state standards.

#### II. Capable and Responsible Citizens Who:

- understand and appreciate their roles and responsibilities in our democratic society
- are responsible and accountable for their actions and choices
- demonstrate concern, tolerance, compassion, and respect
- understand the impact of human activities on the environment
- actively provide service to both the school and local communities
- understand the choices necessary to develop a healthy lifestyle

#### III. Self-Directed Lifelong Learners Who:

- are able to analyze and evaluate their own learning
- ask questions in order to solve problems
- are committed to excellence in their work
- understand the importance of new experiences and continual education
- demonstrate creative thought in problem solving
- possess the skills necessary to succeed in the global community
- effectively collaborate in a variety of learning environments

#### IV. Effective Communicators Who:

- are able to listen and communicate well in written, verbal, and nonverbal modes
- understand and use technology in communication
- show respect for diverse perspectives
- research, create, and evaluate in written, verbal, and artistic modes
- use communication skills to resolve conflicts through positive, non-violent alternatives

#### V. Creative and Critical Thinkers Who:

- successfully acquire, analyze, organize and apply information
- develop and express creative ideas and solutions
- examine moral, ethical, and cultural issues from multiple perspectives
- integrate and synthesize information across disciplines
- demonstrate growth in higher-level thinking skills



**School Profile:** (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

La Costa Canyon High School (LCC) is a student-centered educational community located in south Carlsbad. Current enrollment is approximately 1900 students in grades 9-12, educationally servicing students who live within the San Dieguito Union High School District coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCC is a stunning campus with state-of-the-art facilities which include 120 classrooms equipped with short throw projectors, 5 computer labs, a 470-seat Performing Arts Center, a newly remodeled 13,000 sq. ft. media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two-story gymnasium with capacity to seat 2,200, and a newly renovated all-weather track and field with a stadium seating 5,000 people.

Our commitment to academic excellence has resulted in being recognized as a California Distinguished school as well as National Blue Ribbon School. LCC is dedicated to providing each student a well-rounded education through exposures to creative and innovative curriculum through college-bound courses as well as opportunities in career-based courses. LCC is committed to addressing the California Core Standards, as well as Expected Schoolwide Learning Results (ESLRs). In addition, teachers campus-wide participate in Professional Learning Communities to establish common assessments that are consistent in academic departments. These common assessments allow for meaningful discourse among staff regarding student needs. We also offer a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit. In the past couple of years, we have worked to provide additional supports for students new to United States, or with limited English proficiency. Our "Newcomer Academy" allows additional Math and ELA support courses for students who are new to learning English. 21 different AP courses are offered, and over 700 students took an AP exam last year. In addition to a robust AP program, LCC is currently in the Candidacy phase of the International Baccalaureate program, with the plan of beginning a Diploma Programme during the '18-'19 school year.

LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 80 extracurricular student clubs and an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In addition, students can participate in nationally recognized programs to include speech and debate, theatrical/performing arts and the only marching band in the district, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in education and personal growth. Large numbers of students are involved in service projects that are curriculum and community-oriented, and student-based.

## **B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

**Student Performance Summary** (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

The primary sources of data that have instructed the work of the School Site Council and site leadership decisions pertaining to SPSA have been the California Assessment of Student Performance and Progress (CAASPP) - including Early Assessment Program (EAP), California English Language Development Test (CELDT), California Healthy Kids Survey (CHKS), internal survey data, D/F lists, tardy/truancy statistics, and UC/CSU eligibility rates. As a result of extensive data analysis, specific areas of need have been identified pertaining to improvement in English/Language Arts (ELA) and Math, increasing College and Career Readiness for all students, and continuing work to expand student connectedness campus-wide.

While the school demonstrated marked improvement in ELA and Math - as evidenced by 2016 CAASPP data, there is still significant room for improvement for the overall population and, particularly, our English Learner

(EL) and Special Education (SPED) subgroups. 69% of students scored in the "Standard Met" or "Standard Exceeded" in ELA, up 8% from the previous year. In Math, the improvement was 2% and now stands at 56%. 10% more Reclassified Fluent English Proficient (RFEP) students in "Standard Met" (SE) or "Standard Exceeded" (SM) in ELA (50% to 60%). Perhaps the most substantial growth was RFEP students in Math, who went from 25% SE/SM in 2015 to 40% in 2016. Our English Learner population did not demonstrate significant growth in ELA or Math. 0% of English Learners scored in SM or SE in ELA and 5% did so in Math. Our Special Education student population had 23% of students in SM or SE, which is up from 11% from the previous year. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and SPED subgroups.

Based on internal survey data, 7.9% of students indicated that they do not regularly feel safe on campus. CHKS results show that 15% of students do not feel like they are a part of LCC, and 24% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate is 65.9% and chronic absenteeism stands at 7.8%. This data supports goal #2: Increase the level of "school connectedness" and sense of safety of pupils, staff, and parents.

Based on 2015-16 EAP data for ELA, 26% of all students are considered college ready, while 0% of English Learners and 5% of SPED students are college ready. In Math, 26% of all students are college ready, while 0% of English Learners and 3% of SPED students are college ready. In addition, our overall UC/CSU eligibility rate for students was 75.4% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. This data supports goal #3: All LCCHS graduates will be college and career ready.

### C. Involvement Process

#### Involvement Process:

How was the SSC and site leadership involved in development of the plan?

A draft of data from the '15-'16 school year - including CAASPP, AP, and CELDT scores - was brought to the School Site Council at the first meeting of the year in September. Along with this data, the SSC revisited goals from the '15-'16 SPSA and considered the need to revise goals, or create new goals if necessary. Site leadership meets monthly to review student data and draw connections with district LCAP goals. A draft of the SPSA was submitted to the SSC council in October for review and feedback. Extensive revisions were made in late-October to incorporate more data points and specific goal targets.

**D. Summary of Progress Made on 2015-16 Goals  
La Costa Canyon High School**

<p><b>School Goal 1</b> (Description of 2016-17 School Goal)</p> <p>Annual increase in student achievement in ELA and Math for all students, with a focus on English Language learners.</p> <p><b>LCAP Priority Area:</b></p> <p>Annual increase in student achievement for all students in English Language Arts and Math with focus on outcomes for target subgroups including English Learners.</p> <p><b>Targeted Pupil Subgroup(s):</b></p> <p>English Learners; Special Education population</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>Initial 2016 CAASPP data reflects growth in both English Language Arts (ELA) and Math for all students at LCC. The average CAASPP Math score increased 9 points at LCC, and the average ELA score increased 21 points. Both of those are beyond the average improvements district-wide.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>District funded sections seem to have a significant impact on overall achievement in ELA and Math, as well as the achievement of students in the Hispanic/Latino subgroup. Additional support classes in English, Math, and English Language Development classes all seem to have benefited this subgroup of students, while the overall population certainly benefited from the substantial use of tutoring funds on Math.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>While significant growth took place in the overall population, and the hispanic/latino subgroup, LCC still trails our peers around the district. LCC needs to continue to demonstrate growth overall, with the hispanic/latino subgroup, as well as our special education subgroup that did not see much movement between 14-15 and 15-16.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward?</p> <p>Site tutoring funds are going to be allocated more directly to math interventions moving forward. Instead of running tutoring after school for all subjects, as was done last year, a more substantial tutoring session will take place on Tuesdays for 4 hours, and will be staffed by math teachers. Additional tutoring funds will be used in a more targeted way with other subjects. For example, LCC will be implementing Saturday "Wellness" Days prior to finals and AP tests. These days will be an opportunity for students to review material with teachers present, and hopefully avoid "cramming." This targeted tutoring is intended to increase the number of students attending tutoring sessions. Teachers will also be able to set up tutoring session prior to major exams that will happen in their classrooms, instead of the Learning Commons. Achievement funds were not consistently utilized in an effective manner. This year, formative/assessment funds will be used to further the PLC process. Teachers have developed common assessments and are taking time to review student results and develop re-teaching strategies.</p>	

<p><b>School Goal 2</b> (Description of 2016-17 School Goal)</p> <p>Increase the level of school connectedness and sense of safety of pupils, staff, and parents at LCCHS.</p> <p><b>LCAP Priority Area:</b></p> <p>SDUHSD LCAP Goal #3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff, and parents.</p> <p><b>Targeted Pupil Subgroup(s):</b></p> <p>All students</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>In the 2015 California Healthy Kids Survey (CHKS), 15% of students marked that they did not feel like they are a part of the school. In our internal survey in 2016, 7.9% of students indicated that they do not consistently feel safe on campus. Only 2% of students felt unsafe on campus in 2015, so this indicates a decline in student safety - a major concern. Perhaps most concerning from the 2015 CHKS is that 25% of students felt as though they did not do something that makes a difference at school.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Reviewed CHKS data with site team and Leadership students. Student forum did not materialize during '15-'16 school year. Incorporation of AP Wellness Day to help students connect with teachers more informally, and provide comfortable, safe environments for study.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward?</p> <p>1. Mav Voices - student led forum began in September of 2016. This is the first time all LCC students have had the opportunity to share insights regarding school culture and activities. These meetings occur monthly, and feedback from students is acted upon by administration, who provides feedback at the following meeting. 2. Revision of Leadership course / Expanded course offerings - students expressed frustration with the Leadership class doing chores for ASB. As a result, an entirely separate curriculum for the course has been developed to ensure less overlap with ASB. These students are tasked with finding more ways to involve all students in meaningful activities on campus 3. Wellness Days - While the AP Wellness Day was a success, it was only directed at AP students. We have added a Wellness Day for all students to get additional tutoring on a Saturday prior to finals, as well as "Maverick Opportunity Days" that are a more proactive approach to Saturday Schools. Admin and counseling analyzed D/F data and invited struggling students and parents for Saturdays to give parents additional support with AERIES and to ask questions of counselors. Students will get targeted tutoring after meeting with their teachers on the prior Friday.</p>	

<p><b>School Goal 3</b> (Description of 2016-17 School Goal)</p> <p>All LCCHS graduates will be college and career ready.</p> <p><b>LCAP Priority Area:</b></p> <p>SDUHSD LCAP Goal #4: All district graduates will be college and career ready.</p> <p><b>Targeted Pupil Subgroup(s):</b></p> <p>All students</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>According to Early Assessment Program (EAP) data, LCC went from 39% of students considered "not ready" for college in English in 2014-15 to 31% in 2015-16. In Math, the growth was less marked, but 2% more students were considered "college ready" than the previous year. The Hispanic/Latino achievement gap shrunk 8% in ELA, with the overall population still growing 8% overall. In Math, the Hispanic/Latino achievement gap shrunk 13%, while the overall population showed 2% growth. LCC continues to hover around 72% UC/CSU eligibility among graduating seniors.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Site tutoring funds were used to support students in improving all subjects; however, the funds spent on English and Social Science tutoring was not utilized as successfully as math and science. By offering a different subject every day after school, some subjects had large crowds, while others had very little use. District funded sections for ELA, ELD, and Math seem to have provided meaningful support for targeted subgroups as well as the overall population.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward?</p> <p>Tutoring will be much more targeted this year. Tuesday night tutoring will be math-focused. Wellness Days will create much more structured tutoring opportunities, as opposed to the open forum of after school tutoring. In addition, LCC has increased the number of non-formula ELD sections to provide additional support to our EL students. English learners continued to struggle on CAASPP exams. With an additional teacher, and division of ELD levels, more targeted support for college and career readiness will be in place.</p>	

<b>School Goal 4</b> (Description of 2016-17 School Goal)	
<b>LCAP Priority Area:</b>	
<b>Targeted Pupil Subgroup(s):</b>	
<b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.	<b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
<b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.	
<b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward?	

**E. Planned Improvements in Student Performance**

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)                  SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English/Language Arts and math with focus on outcomes for targets subgroups including English Learners.</p> <p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)                  Annual increase in student achievement in ELA and Math for all students.</p> <p><b>LCAP Priority Area:</b>                  LCAP State Priorities                  1: Basics                  2: Implementation of State Standards                  4: Pupil Achievement                  7: Course Access</p> <p><b>Targeted Pupil Subgroup(s):</b>                  All students, with focus on English Learners and Special Education</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>While the school demonstrated marked improvement in ELA and Math - as evidenced by 2016 CAASPP data, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Special Education (SPED) subgroups. 69% of students scored in the "Standard Met" or "Standard Exceeded" in ELA, up 8% from the previous year. In Math, the improvement was 2% and now stands at 56%. 10% more Reclassified Fluent English Proficient (RFEP) students in "Standard Met" (SE) or "Standard Exceeded" (SM) in ELA (50% to 60%). Perhaps the most substantial growth was RFEP students in Math, who went from 25% SE/SM in 2015 to 40% in 2016. Our English Learner population did not demonstrate significant growth in ELA or Math. 0% of English Learners scored in SM or SE in ELA and 5% did so in Math. Our Special Education student population had 23% of students in SM or SE, which is up from 11% from the previous year. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and SPED subgroups.</p> <p><b>School-wide critical area/s for follow up addressed:</b> How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>A 5% increase for all students in Standard Exceeded/Standard Met for both ELA and Math</p> <p>A 5% increase for SPED students in SE/SM for both ELA and Math</p> <p>A 5% increase for EL students in SE/SM for both ELA and Math</p>



This goal aligns with "critical areas for follow-up" goal #2 from the 2011 WASC VC report. This goal discusses the need for, "rigorous and relevant curriculum for all students at all levels."

**Strategy:** (briefly describe the overall plan to address the identified need)

Through strategic course offerings, Professional Learning Communities, and common assessments, all students will experience meaningful literacy instruction across curricular courses. In addition, students with additional needs - such as EL and SPED students - will receive targeted interventions in ESP time, and in additional support classes.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Targeted tutoring on Tuesday nights directed specifically toward Math. Learning Commons will be staffed by a math teacher every Tuesday until 7:30pm. In addition, the Math department will take turns offering tutoring hours in their classrooms regularly after school. Math teachers will advertise availability to their classes.	Math department	\$5,000 yearly (1 teacher / 4 hours / 1 day a week) Site Tutoring Funds	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August 2016 - June 2017
2.	Wellness Days with tutoring in preparation for finals for students.	Admin	\$2,800 (10 teachers / 4 hours / 2 times per year)	Attendance at Wellness Days; D/F lists in Math and ELA; AP results	January, prior to finals and May, prior to AP exams
3.	Two sections of Integrated Math I Readiness which is targeted at students who are below grade level in math. This course will help to prepare students for Integrated Math I to keep them on the course for UC/CSU eligibility.	Teacher	\$30,000 District Funded sections	CAASPP Math data for all students	August 2016 - June 2017
4.	Two sections of ELD support. These sections are focused on providing additional support to our Newcomers, and our LTEL population that continues to struggle with redesignation. In addition to CELDT prep, students will have extra tutoring support for their other Math and ELA courses.	Teachers	\$60,000 District Funded Sections	CAASPP ELA data for EL students; CELDT redesignation	August 2016 - June 2017
5.	One section of EL Lead. This teacher functions as a "case manager" of sorts to support our EL population. The teacher is a liaison between other teachers - particularly ELA and Math - and the EL students who often struggle with self-advocacy. The teacher works with other teachers to ensure supports are in place to help prepare these students for the opportunity for re-designation.	Teacher	\$30,000 District Funded Sections	D/F rates for EL population in Math and ELA;	Year long
<b>Progress Monitoring Report (Mid-Year)</b>		<b>Date of progress update:</b>			
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?			

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)  
SDUHSD LCAP Goal #3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff, and parents.

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)  
Increase the level of school connections and sense of safety of pupils, staff, and parents at LCC.

**LCAP Priority Area:**  
State Priority:  
1-Basic Services  
3-Parent Involvement  
5-Pupil Engagement  
6- School Climate

**Targeted Pupil Subgroup(s):**  
All students - particularly fostering connections for underrepresented populations such as EL and SED.

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Based on internal survey data, 7.9% of students indicated that they do not regularly feel safe on campus. CHKS results show that 15% of students do not feel like they are a part of LCC, and 24% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate is 65.9% and chronic absenteeism stands at 7.8%. 29 students were suspended out of school in 2015-16

**Growth Targets:** Expected annual measurable outcomes.

A 5% decrease in the number of students who do not feel like they are a part of LCC

A 5% decrease in the number of students who feel as though they do not do things that make a difference at LCC.

A 10% decrease in the number of students suspended out of school

A 5% decrease in the truancy and chronic absenteeism rates

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

4. "The school needs to continue to find ways to foster ways to foster a culture of inclusion, so that all sub-groups are represented equally."

**Strategy:** (briefly describe the overall plan to address the identified need)  
Utilize Mav Opportunity Days, Tuesday Night tutoring, and our Leadership course to expand connectedness around campus.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Wellness Days - includes Saturday before finals as well as Saturday prior	admin	\$2,240 - Site Tutoring	D/F lists; CHKS data	January 2017 and May

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	to AP tests beginning. An opportunity for students to improve academically, but also bond in a low-stress setting.		Funds	indicating more students feeling a part of the school	2017
2.	One section of Leadership (in addition to ASB options) - as measured by enrollment numbers and end-of-semester attitudinal survey	admin	\$30,000 - District Funded section	Attitudinal survey of Leadership students, and students across campus	First survey in October 2016; Second survey in June 2017
3.	Tuesday Night Tutoring	admin	\$5,000 yearly - site tutoring funds	D/F lists; attendance at tutoring	October 2016 through June 2017
4.	At-risk activity with staff - leading to Mav Opportunity Days. Staff worked collaboratively through Google Docs to identify at-risk students. Admin and counselors called students in, communicated with parents, and offered Saturday "opportunity" day to catch up on work and get tutoring from staff, as well as parent support with AERIES.	admin / teachers	N/A	D/F lists; CHKS	December 2016 - May 2017
5.	Increase in number of assemblies and on-campus activities to give more students an opportunity to connect with their peers in a safe environment	admin/ASB	N/A	CHKS	All school year
<b>Progress Monitoring Report (Mid-Year)</b>			<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		
Chronic absenteeism stands at 8.8% for the 2017-18 school year. This increase year-over-year is caused by a number of factors, one of which being the rights of 18 year-olds as a focal point for the district this year.					

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

All LCCHS graduates will be college and career ready.

**LCAP Priority Area:**

- State Priority:
- 4-Pupil Achievement
- 5-Pupil Engagement
- 7-Course Access
- 8- Other Pupil Outcomes

**Targeted Pupil Subgroup(s):**

All students, with focus on English Learners

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Based on 2015-16 EAP data for ELA, 26% of all students are considered college ready, while 0% of English Learners and 5% of SPED students are college ready. In Math, 26% of all students are college ready, while 0% of English Learners and 3% of SPED students are college ready. In addition, our overall UC/CSU eligibility rate for students was 75.4% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students.

**Growth Targets:** Expected annual measurable outcomes.

- 5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP
- 5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP
- 5% increase in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP
- Increase UC/CSU eligibility rates for EL and SPED students
- Increase cohort graduation rates for EL and SPED students

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

2. "There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels."

**Strategy:** (briefly describe the overall plan to address the identified need)

At-risk student interventions; use of ESP to improve test preparation; additional course offerings through 7-period bell schedule to lead to more UC/CSU eligible students.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Teacher release to supplement teacher PLC work (District Writing Assessment, etc.) Common assessments	admin	\$11,200 - Formative Achievement Funds	2016 EAP data	Year-long
2.	Counselors lead grade-level presentations on A-G requirements to ensure student understanding, as well as evening activities to support parents - particularly targeting EL population to assist in 4-year planning	counselors	N/A	UC/CSU eligibility rates; cohort graduation rates	Year-long
3.	Targeted Tuesday after school tutoring focused on Math	math department	\$5,000 yearly	2016 EAP Math data	Year-long
4.	Maverick Opportunity Days (Saturday) based off of at-risk document created by staff.	admin/staff	\$2,800	EAP data	Year-long
5.	One section of AVID I. This additional section of AVID allows for smaller class sizes for targeted support of ninth graders, who are most vulnerable to struggle with the transition to high school. These students gain support from tutors and specific strategies to keep them on track for a four-year university.	staff	\$30,000 district funded section	D/F Lists; % of students meeting A-G requirements for UC/CSU	Year-long
<b>Progress Monitoring Report (Mid-Year)</b>		<b>Date of progress update:</b>			
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?			

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

**School Goal 4** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

**LCAP Priority Area:**

**Targeted Pupil Subgroup(s):**

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

**Growth Targets:** Expected annual measurable outcomes.

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

**Strategy:** (briefly describe the overall plan to address the identified need)

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
<b>Progress Monitoring Report</b> (Mid-Year)		<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		

**D. School Site Council Membership  
La Costa Canyon High School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debra Dubs			X		
Bryan Marcus	X				
Julie Hnatek				X	
Justin Conn			X		
Katie Stapko		X			
Korri Ball				X	
Scott Geier					X
Rian Silcox					X
Karlie McGillis					X
Taj Goldsmith					X
Karl Eppel				X	
Casey Rector		X			
Stephanie Rosson-Niess				X	
Reno Medina			X		
Annie Files				X	
Bonnie Kramer				X	
Christina Holland		X			
Lizzy McNally		X			
Lindsey Geissler		X			
Monica Cordova			X		
Emily Medrano					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>5</b>

*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*



**Form F. Budget 2016-17  
La Costa Canyon High School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$11,200.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$10,040.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$210,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$231,240.00</b>

## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with subgroup breakdown**

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	1,919		1,894	-	2,008	-	2,067	-
<b>Number &amp; Percent of English Learners</b>		%	98	5.2%	103	5.1%	100	4.8%
<b>Number &amp; Percent of Long Term English Learners</b>		%	41	2.2%	54	2.6%	67	3.2%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>		%	85	4.5%	91	4.5%	93	4.5%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>		%	183	9.7%	197	9.8%	227	11%
<b>Number &amp; Percent of Special Education students</b>		%	275	14.5%	279	13.7%	271	13.1%

**Source:**

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

**Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	456	69	73	50	0	23	32

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	474	471		455	458		450	457		96.0	97.2	
All Grades	474	471		455	458		450	457		96.0	97.2	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2602.1	2624.1		25	33		36	36		21	20		17	11	
All Grades	N/A	N/A	N/A	25	33		36	36		21	20		17	11	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	36	39		47	47		17	14		
All Grades	36	39		47	47		17	14		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	32	42		46	43		20	16	
All Grades	32	42		46	43		20	16	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	21	26		60	63		18	10	
All Grades	21	26		60	63		18	10	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	41		48	50		16	9	
All Grades	36	41		48	50		16	9	

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from  
<http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	457	56	59	40	5	8	16

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	474	471		456	457		454	456		96.2	97	
All Grades	474	471		456	457		454	456		96.2	97	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2623.7	2632.1		24	26		30	30		22	24		24	20	
All Grades	N/A	N/A	N/A	24	26		30	30		22	24		24	20	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	41	42		34	33		26	25	
All Grades	41	42		34	33		26	25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	27		55	52		20	21	
All Grades	25	27		55	52		20	21	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	29	32		54	55		17	13	
All Grades	29	32		54	55		17	13	

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from  
<http://caaspp.cde.ca.gov/>





### Section 3: School Climate Indicators

**Table 3.1 Truancy rates**

	2015-16	2014-15	2013-14	2012-13
<b>Truancy rate</b>		65.91%	58.29%	20.4%

Source:  
California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.2 Chronic absenteeism rates by subgroup**

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	7.8%	15.6%	12.1%	15.0%
<b>14-15</b>	7.7%	18.8%	16.0%	19.1%

Source:  
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/11/16)

**Table 3.3 Discipline data**

	2015-16	2014-15	2013-14	2012-13
<b>Number of students suspended</b>		29	26	61
<b>Suspension rate</b>			1.2%	2.7%
<b>Number of students expelled</b>		0	1	3
<b>Expulsion rate</b>			0.0%	0.1%

Source:  
California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.4 Cohort dropout rate by subgroup**

	2015-16	2014-15	2013-14	2013-12
<b>All Students</b>		2.5%	2.1%	1.3%

Source:  
CALPADS report 1.9 Completers and Dropouts - Count

**Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.**

	*2016-17	**2015-2016	**2013-2014	**2011-2012
<b>Feel safe at school</b>		8		
<b>Adult who cares about me</b>		11		
<b>Feel like part of my school.</b>		15		
<b>Teachers at school treat students fairly</b>		7		
<b>I do things at school that make a difference</b>		24		
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				

Source:  
 \*Site Climate Survey results  
 \*\*CHKS results

## Section 4: Progress Monitoring of English Learners

**Table 4.1 English Learner enrollment**

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
<b>16-17</b>	98	5.2%	47.6%	39.8%
<b>15-16</b>	103	5.1%	51.4%	41.7%
<b>14-15</b>	100	4.8%	65%	45%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

## California English Language Development (CELDT) Data

**Table 4. 2 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	4	9		19	27		42	36		23			12	27	
<b>10</b>	17	13		42	42		13	17		25	13		4	17	
<b>11</b>	20	11		13	11		13	44		13	22		40	11	
<b>12</b>	16	6		47	25		5	6		11	25		21	38	
<b>Total</b>	13	10		31	28		20	25		19	16		17	22	

Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

**Table 4.3 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2016-17	2015-16	2014-15	2013-14
<b>Percent of students who attained proficiency</b>		12.5%	15.6%	*

<b>Percent of students who increased one proficiency</b>		23.2%	34.4%	*
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Source:  
 LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.  
 \*\*LAS Links Assessment was not administered

**Table 4.4 Reclassification Rate**

	2016-17	2015-14	2014-13	2013-12
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	7.8%	7 (6.9%)	8 (7.2%)	15 (10.9%)

Source:  
 California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.  
 Retrieved from <http://dq.cde.ca.gov/dataquest/>

## Section 5: College and Career Readiness Indicators

**Table 5.1 Early Assessment Program (EAP) ELA results by subgroup**

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	33	36	31	0	0	100	8	24	68	5	18	77

Source:  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.2 Early Assessment Program (EAP) math results by subgroup**

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	26	30	44	0	5	95	10	6	84	3	5	92

Source:  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.3 Advanced Placement Exam results**

	2016-17	2015-16	2014-15	2013-14
<b>Percent of exams with a score of 3+ (passing)</b>		75%	73%	75%
<b>Number of tests taken</b>		1,344	1,722	1,409
<b>Number of testers</b>		591	721	642
<b>Average number of tests per student</b>		2.3	2.4	2.2

Source:  
2016 College Board District Summary Report. Retrieved from <https://scores.collegeboard.org>

**Table 5.4 College Entrance Exam results**

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested		*	302/63%	302/63%
	Mean Score : Critical Reading		*	552	552
	Mean Score : Math		*	573	573
	Mean Score: Writing		*	553	553
ACT	Number and Percent of Seniors tested		*	271/57%	271/57%
	Average Score : English		*	25.6	25.6
	Average Score : Math		*	25.9	25.9
	Average Score: Reading		*	25.4	25.4
	Average Score: Science		*	24.7	24.7
	Average Score: Composite		*	25.6	25.6

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports \*2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

**Table 5.5 UC/CSU eligibility rates by subgroup**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	72.1 %	0.0 %	31.7 %	*
13-14	72.1 %	0.0 %	31.7 %	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 5.6 Cohort graduation rates by subgroup**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	97.0	72.0	87.3	85.7
13-14	97.0	72.0	87.3	85.7

Source:  
California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13.  
Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>



## Appendix T: STAR Test Results

Fields with asterisks (\*) indicate that no percentages are available since fewer than 10 students were tested

CST STAR test 2014: 10th grade science	
Grade 10 (all students) Total number tested: 491 Students Tested: 455	Advanced: 49% Proficient: 29% Basic: 16% Below basic: 4% Far below basic: 3%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	50%
Gender: Female	77%
Gender: Male	78%
Initially-Fluent English Proficient (I-FEP)	82%
R-FEP	43%
English Learners	36%
Students with Disability	47%

### CST STAR test 2013

CST English Language Arts	
<b>Grade 9</b>	
Students tested: 465 % of enrollment: 94.1% Students with scores: 465	Advanced: 51% Proficient: 30% Basic: 14% Below basic: 3% Far below basic: 2%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	57%
Gender: Female	82%
Gender: Male	79%
I-FEP	88%
R-FEP	53%

English Learners	19%
Students with Disability	41%
<b>Grade 10</b>	
Overall Scores Students tested: 523 % of enrollment: 95.3% Students with scores: 522	Advanced: 46% Proficient: 31% Basic: 16% Below basic: 4% Far below basic: 3%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	55%
Gender: Female	82%
Gender: Male	72%
I-FEP	80%
R-FEP	67%
English Learners	14%
Students with Disability	20%
<b>Grade 11</b>	
Overall scores Students tested: 448 % of enrollment: 96.3% Students with scores: 448	Advanced: 39% Proficient: 31% Basic: 14% Below basic: 10% Far below basic: 6%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	39%
Gender: Female	74%
Gender: Male	65%
I-FEP	*
R-FEP	56%
English Learners	6%
Students with Disability	26%

**CST General Mathematics**

<b>Grade 9</b>	
Students tested: 28 % of enrollment: 5.7% Students with scores: 28	Advanced: 0% Proficient: 4% Basic: 18% Below basic: 50% Far below basic: 29%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	7%
Gender: Female	0%
Gender: Male	6%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	5%

<b>CST Algebra 1</b>	
<b>Grade 9</b>	
Students tested: 142 % of enrollment: 28.7% Students with scores: 142	advanced: 2% proficient: 31% basic: 37% below basic: 22% far below basic: 8%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	33%
Gender: Female	34%
Gender: Male	32%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	41%
<b>Grade 10</b>	
Students tested: 42 % of enrollment: 7.7%	advanced: 0% proficient: 12%

Students with scores: 42	basic: 17% below basic: 62% far below basic: 10%
<b>Significant Subgroup Scores</b>	<b>Percentage of students scoring Proficient or above:</b>
Economically Disadvantaged	15%
Gender: Female	11%
Gender: Male	13%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	0%
<b>Grade 11</b>	
Overall Scores Students tested: 16 % of enrollment: 3.4% Students with scores: 16	advanced: 0% proficient: 0% basic: 13% below basic: 63% far below basic: 25%
<b>Significant Subgroup Scores</b>	<b>Percentage of students scoring Proficient or above:</b>
Economically Disadvantaged	*
Gender: Female	*
Gender: Male	*
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*

<b>CST Geometry</b>	
<b>Grade 9</b>	
Overall Scores Students tested: 281 % of enrollment: 56.9% Students with scores: 281	advanced: 21% proficient: 47% basic: 26% below basic: 5% far below basic: 0%

Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	31%
Gender: Female	59%
Gender: Male	78%
I-FEP	67%
R-FEP	*
English Learners	*
Students with Disability	*
<b>Grade 10</b>	
Overall Scores Students tested: 125 % of enrollment: 22.8% Students with scores: 125	advanced: 2% proficient: 20% basic: 42% below basic: 34% far below basic: 3%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	24%
Gender: Female	14%
Gender: Male	27%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	7%
<b>Grade 11</b>	
Overall scores Students tested: 48 % of enrollment: 10.3% Students with scores: 48	advanced: 0% proficient: 13% basic: 33% below basic: 33% far below basic: 21%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	17%
Gender: Female	6%
Gender: Male	17%

I-FEP	*
R-FEP	*
English Learners	*
Students with Disability:	*

CST Algebra II	
<b>Grade 9</b>	
Students tested: 24 % of enrollment: 4.9% Students with scores: 24	advanced: 58% proficient: 25% basic: 13% below basic: 4% far below basic: 0%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Gender: Female	*
Gender: Male	80%
I-FEP	*
<b>Grade 10</b>	
Overall scores Students tested: 323 % of enrollment: 58.8% Students with scores: 323	advanced: 21% proficient: 38% basic: 27% below basic: 11% far below basic: 2%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	44%
Gender: Female	58%
Gender: Male	60%
I-FEP	64%
R-FEP	73%
English Learners	*
Students with Disability	*
<b>Grade 11</b>	

Overall scores Students tested: 105 % of enrollment: 22.6% Students with scores: 105	advanced: 1% proficient: 15% basic: 34% below basic: 32% far below basic: 17%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	*
Gender: Female	11%
Gender: Male	22%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*

CST Summative High School Mathematics	
<b>Grade 10</b>	
Students tested: 21 % of enrollment: 3.8% Students with scores: 21	advanced: 57% proficient: 29% basic: 10% below basic: 5% far below basic: 0%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Gender: Female	85%
Gender: Male	*
I-FEP	*
R-FEP	*
<b>Grade 11</b>	
Overall scores Students tested: 241 % of enrollment: 51.8% Students with scores: 241	advanced: 18% proficient: 42% basic: 24% below basic: 14% far below basic: 2%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	*

Gender: Female	52%
Gender: Male	68%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*

CST World History	
<b>Grade 9</b>	
Students tested: 7 % of enrollment: 1.4% Students with scores: 4	*
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Gender: Female	*
Gender: Male	*
Students with Disability	*
<b>Grade 10</b>	
Overall scores Students tested: 519 % of enrollment: 94.5% Students with scores: 519	advanced: 31% proficient: 34% basic: 23% below basic: 5% far below basic: 7%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	34%
Gender: Female	59%
Gender: Male	71%
I-FEP	86%
R-FEP	58%
English Learners	0%
Students with Disability	19%
<b>Grade 11</b>	



Students tested: 6 % of enrollment: 1.3% Students with scores: 4	*
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	*
Gender: Female	*
Gender: Male	*
I-FEP	*
R-FEP	*
English Learners	*

### CST U.S. History--Grade 11

Students tested: 450 % of enrollment: 96.8% Students with scores: 450	advanced: 44% proficient: 29% basic: 12% below basic: 7% far below basic: 9%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	45%
Gender: Female	70%
Gender: Male	75%
I-FEP	*
R-FEP	81%
English Learners	0%
Students with Disability	29%

### CST Science--Grade 10 Life Science

Students tested: 517 % of enrollment: 94.2% Students with scores: 517	advanced: 49% proficient: 27% basic: 14% below basic: 4% far below basic: 6%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:

Economically Disadvantaged	57%
Gender: Female	78%
Gender: Male	75%
I-FEP	80%
R-FEP	63%
English Learners	14%
Students with Disability	30%

CST Biology	
<b>Grade 9</b>	
Students tested: 407 % of enrollment: 82.4% Students with scores: 407	advanced: 48% proficient: 32% basic: 15% below basic: 3% far below basic: 1%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	68%
Gender: Female	78%
Gender: Male	84%
I-FEP	80%
R-FEP	*
English Learners	*
Students with Disability	47%
<b>Grade 10</b>	
Students tested: 58 % of enrollment: 10.6% Students with scores: 58	advanced: 12% proficient: 34% basic: 38% below basic: 7% far below basic: 9%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	31%
Gender: Female	52%

Gender: Male	43%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*
<b>Grade 11</b>	
Students tested: 54 % of enrollment: 11.6% Students with scores: 54	advanced: 24% proficient: 13% basic: 20% below basic: 19% far below basic: 24%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	18%
Gender: Female	41%
Gender: Male	33%
I-FEP	*
R-FEP	*
English Learners	0%
Students with Disability	17%

<b>CST Chemistry</b>	
<b>Grade 10</b>	
Students tested: 385 % of enrollment: 70.1% Students with scores: 385	advanced: 35% proficient: 38% basic: 25% below basic: 2% far below basic: 1%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	73%
Gender: Female	70%
Gender: Male	75%
I-FEP	*

R-FEP	87%
English Learners	*
Students with Disability	*
<b>Grade 11</b>	
Students tested: 99 % of enrollment: 21.3% Students with scores: 99	advanced: 8% proficient: 19% basic: 49% below basic: 15% far below basic: 8%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	*
Gender: Female	20%
Gender: Male	35%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*

<b>CST Earth Science</b>	
<b>Grade 9</b>	
Students tested: 71 % of enrollment: 14.4% Students with scores: 71	advanced: 4% proficient: 21% basic: 45% below basic: 18% far below basic: 11%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	13%
Gender: Female	28%
Gender: Male	24%
I-FEP	*
R-FEP	*
English Learners	12%

Students with Disability	15%
<b>Grade 10</b>	
Students tested: 13 % of enrollment: 2.4% Students with scores: 13	advanced: 0% proficient: 31% Basic: 31% below basic: 8% far below basic: 31%
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	*
Gender: Female	*
Gender: Male	*
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*
<b>Grade 11</b>	
Students tested: 9 % of enrollment: 1.9% Students with scores: 9	*
Significant Subgroup Scores	Percentage of students scoring Proficient or above:
Economically Disadvantaged	*
Gender: Female	*
Gender: Male	*
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*

<b>CST Physics</b>	
<b>Grade 10</b>	
Students tested: 1	*

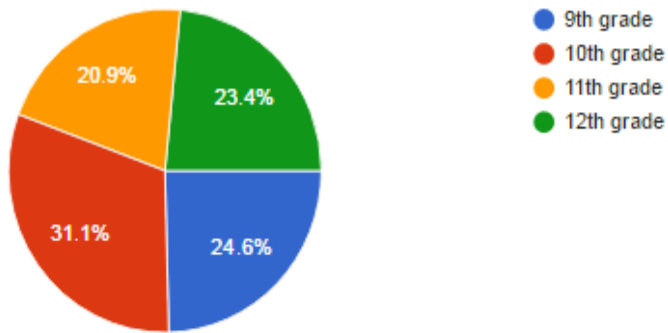
% of enrollment: 0.2% Students with scores: 1	
<b>Significant Subgroup Scores</b>	<b>Percentage of students scoring Proficient or above:</b>
Economically Disadvantaged	*
Gender: Female	91%
Gender: Male	*
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*
<b>Grade 11</b>	
Students tested: 214 % of enrollment: 46.0% Students with scores: 214	advanced: 58% proficient: 34% basic: 7% below basic: 0% far below basic: 0%
<b>Significant Subgroup Scores</b>	<b>Percentage of students scoring Proficient or above:</b>
Economically Disadvantaged	*
Gender: Female	91%
Gender: Male	93%
I-FEP	*
R-FEP	*
English Learners	*
Students with Disability	*

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## Appendix U: Student Survey Results

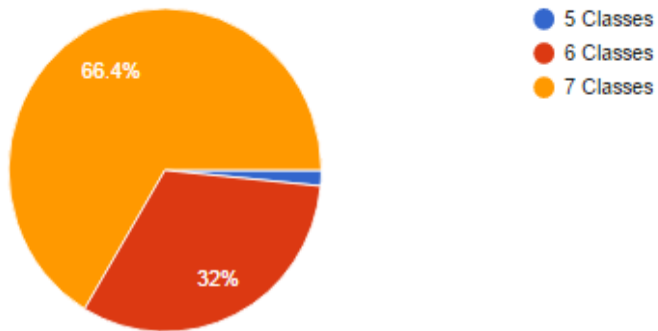
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My grade level is: (1024 responses)

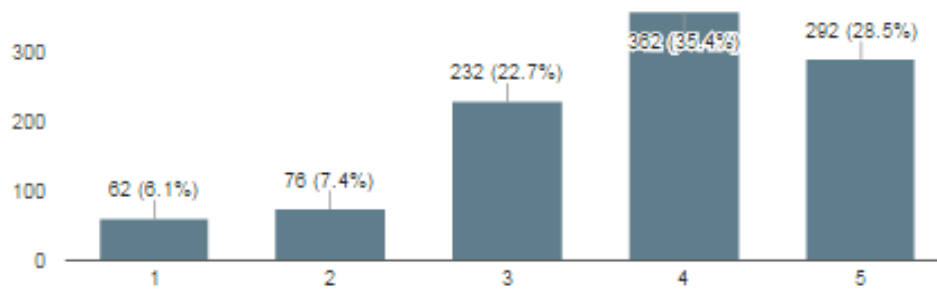


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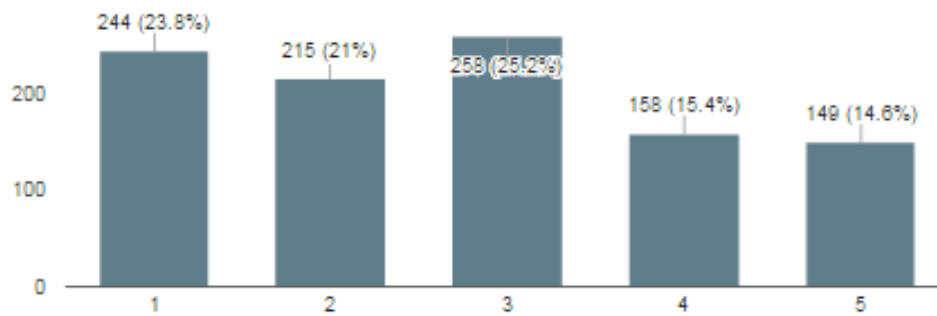
For the 16-17 school year, I have.... (1024 responses)



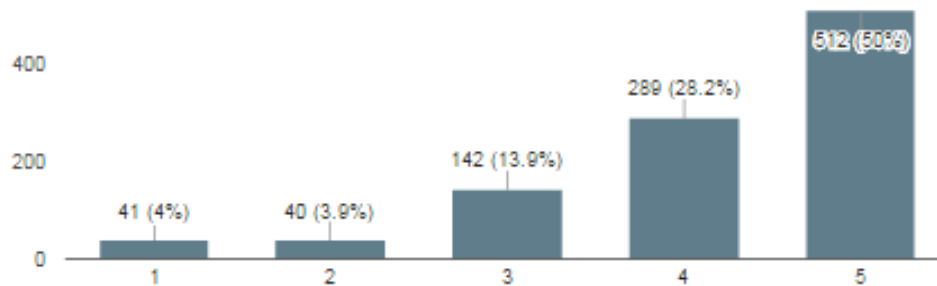
I am happy with the new 7-period bell schedule. (1024 responses)



I feel like the Extended Study Period (ESP) is a good use of instructional time. (1024 responses)



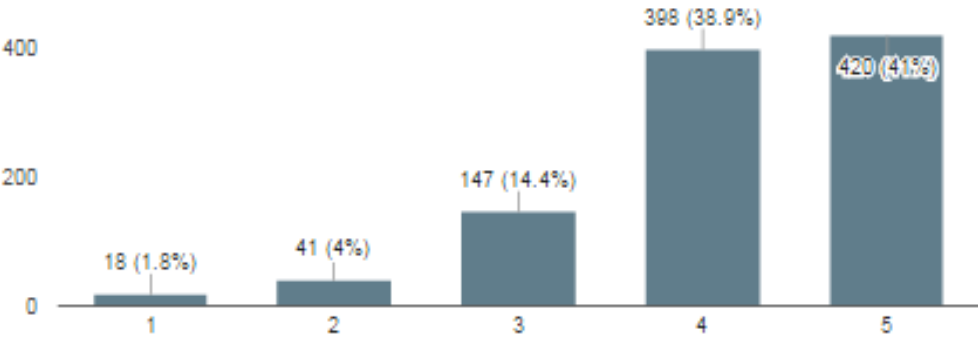
I feel safe, secure and cared for at LCC. (1024 responses)



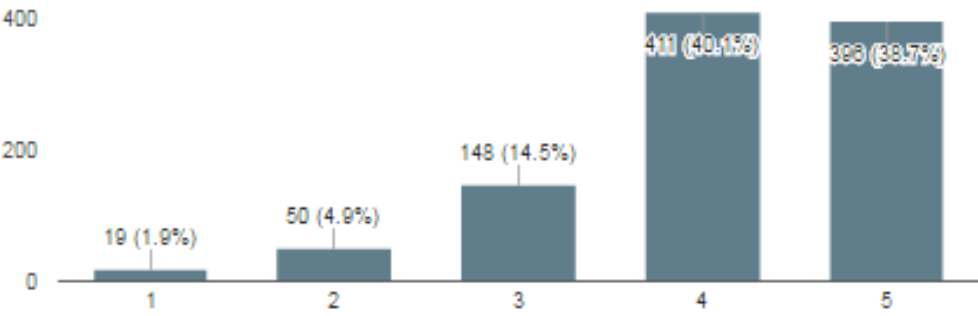


La Costa Canyon High School is a clean and orderly environment.

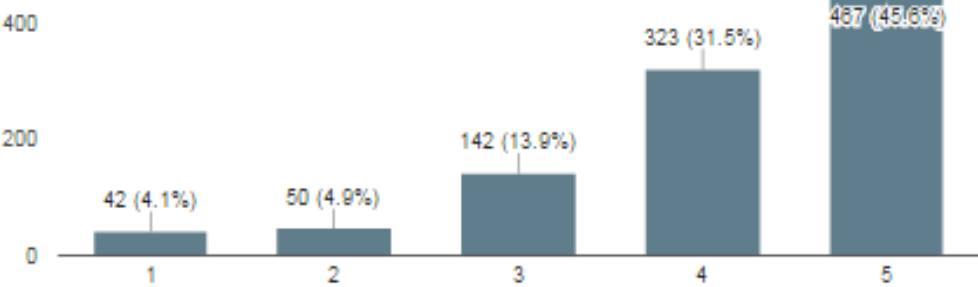
(1024 responses)



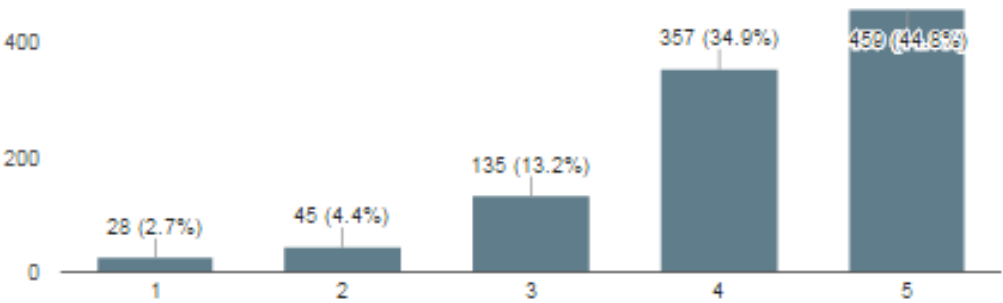
I have had a positive learning experience thus far at LCC. (1024 responses)



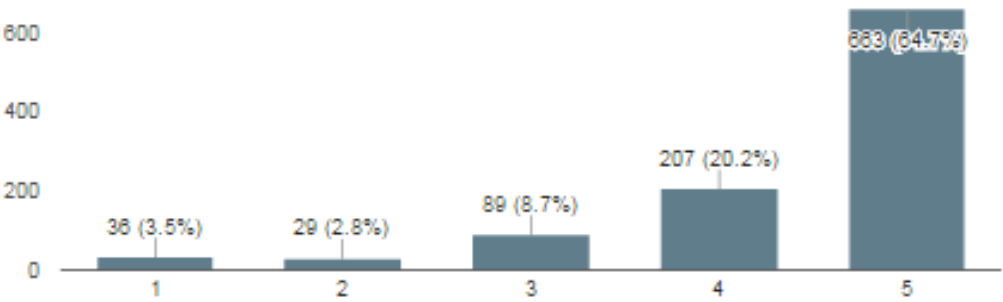
LCC staff treats me with respect and dignity. (1024 responses)



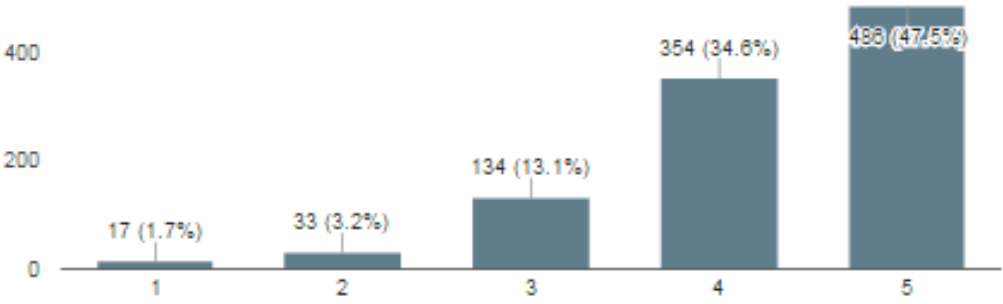
LCC staff care about my education. (1024 responses)



I am proud to be a student at LCC. (1024 responses)

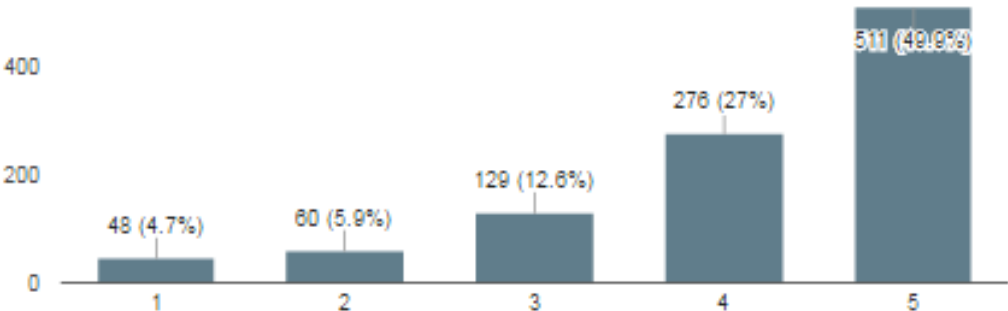


LCC staff have high academic expectations for all students. (1024 responses)



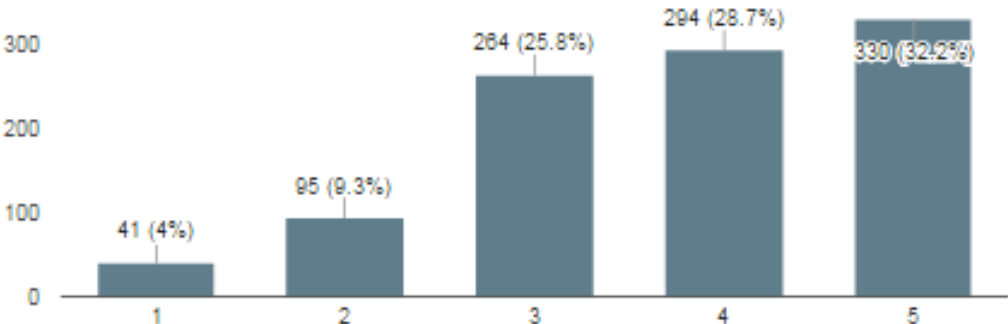
There is a staff member (teacher, admin, counselor, etc.) at LCC who I can talk to about my educational concerns.

(1024 responses)



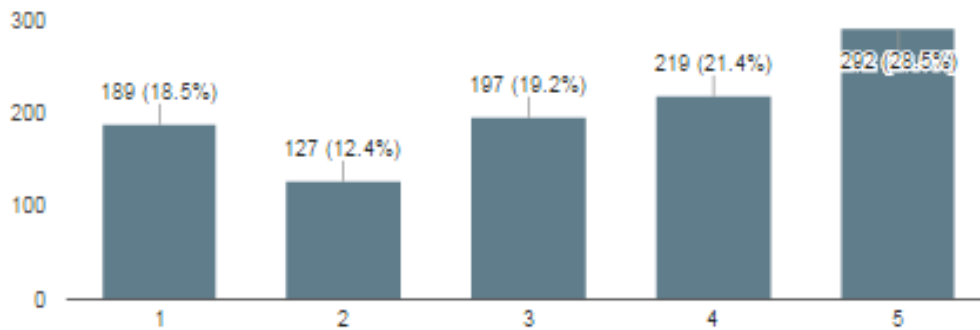
LCC offers opportunities to be involved with community projects and/or community volunteer activities.

(1024 responses)



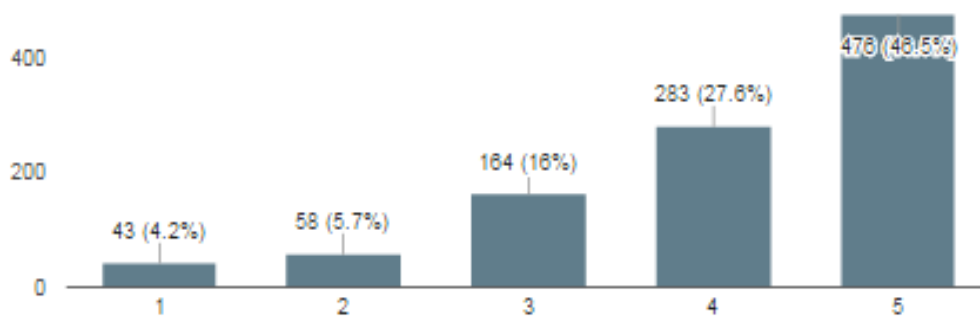
My parent/guardian(s) are involved with LCC activities such as Back-to-School Night, Parent Foundation, attending school activities, etc.

(1024 responses)



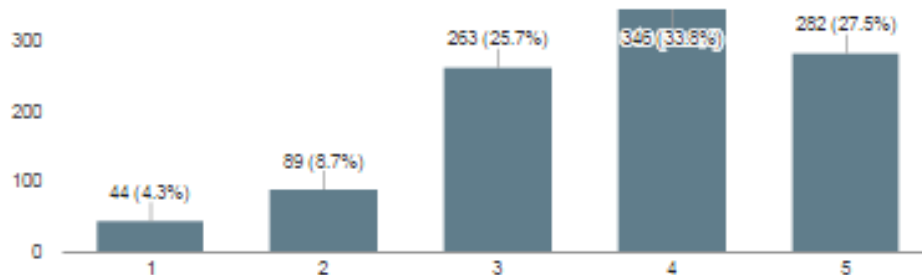
I have an understanding of graduation and UC/CSU entry requirements.

(1024 responses)



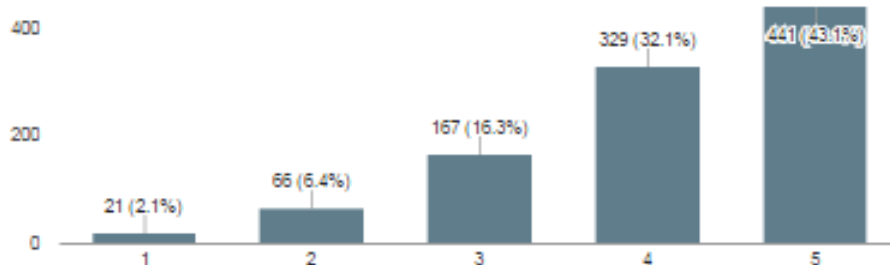
Teachers at LCC provide time to help students and they provide meaningful feedback to their students.

(1024 responses)

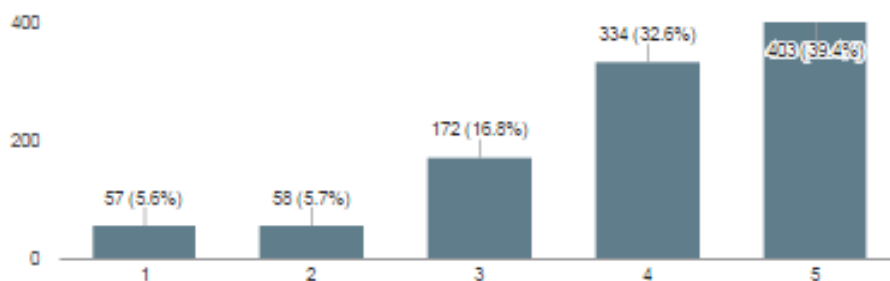


Teachers, counselors, and administrators are available for me when I need help.

(1024 responses)

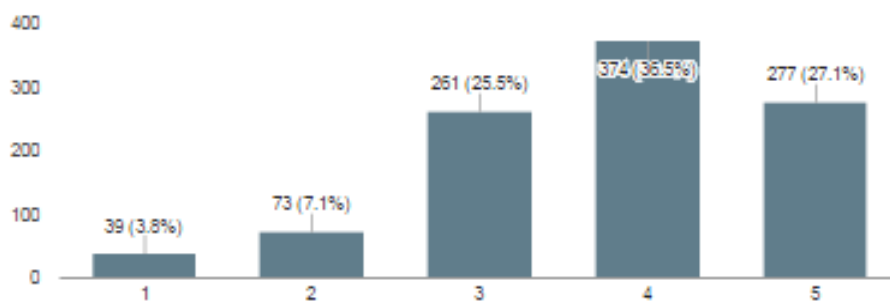


LCC administration treats students with fairness and respect. (1024 responses)



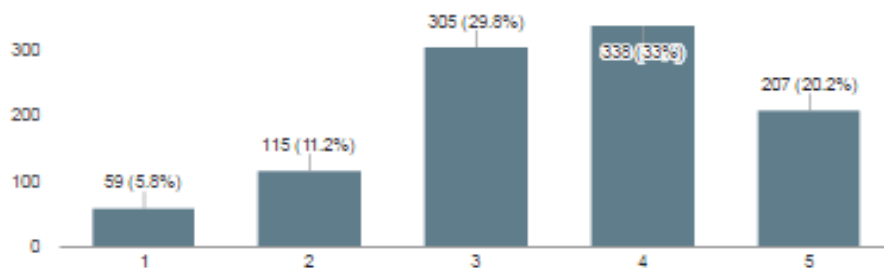
Teachers at LCC clearly explain the purpose and goals for classroom activities.

(1024 responses)



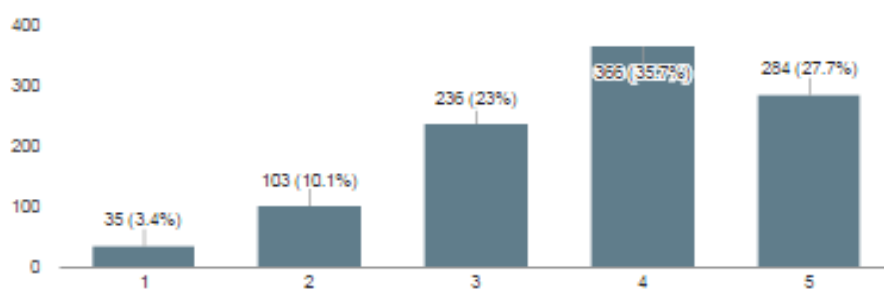
### Teachers at LCC clearly explain the purpose and goals for homework activities.

(1024 responses)



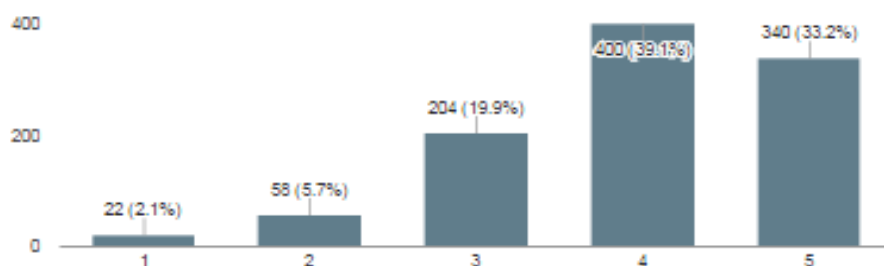
### Teachers at LCC use a variety of teaching strategies and activities.

(1024 responses)

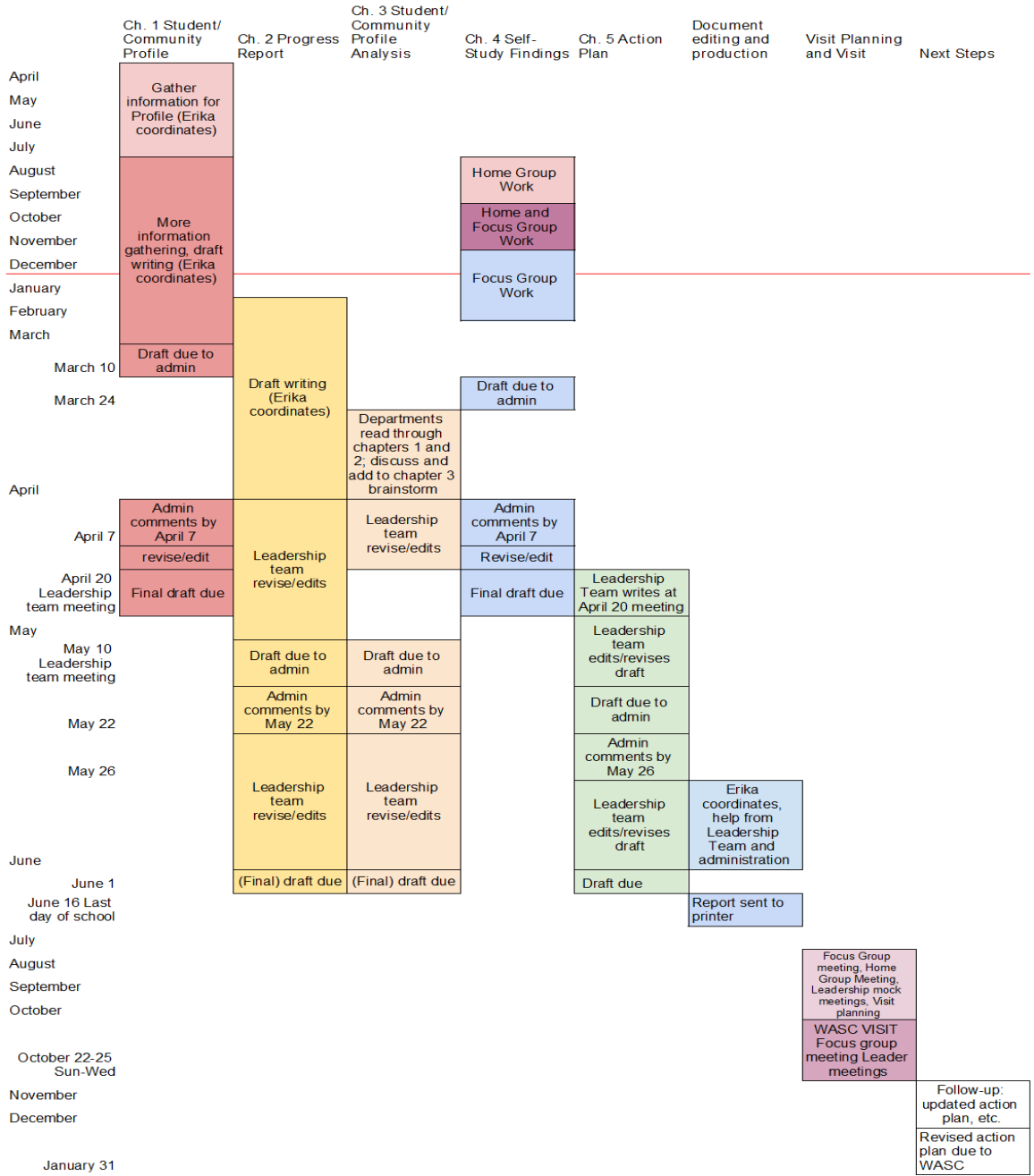


### Teachers at LCC provide activities and assignments that require students to problem solve and think critically.

(1024 responses)



# Appendix V: Timeline of Self-Study Process



# Appendix W: UC a-g Approved Course List

UNIVERSITY OF CALIFORNIA A-G Course List

Printed on: 09-14-2016 10:31 AM

## UC/CSU - Approved Course List

### La Costa Canyon High School

College Board Code: 050858

San Dieguito Union High School District

**School Governance:** Public  
**School Type:** Comprehensive High School  
**School Subtype(s):** Site-Based/Traditional

**Location:** Carlsbad, CA

School accredited through 2017

**Website:** [lc.sduhsd.net/](http://lc.sduhsd.net/) (<http://lc.sduhsd.net/>)

**Course List Manager:** Danielle Martinez

**Course List Manager Phone:** (760) 436-6136 ext. 6015

## Course list for 2016-17

Updated as of Sep 7th, 2016

### History / Social Science ("a") 2 years required

*Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.*

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Government	Amer Govt P Shlt AmGov P	Civics / American Government		
AP Government and Politics United States <i>Adopted from: The College Board Advanced Placement Program</i>	AP Gov't	Civics / American Government	AP	



<b>AP United States History</b> <i>Adopted from: The College Board Advanced Placement Program</i>	AP US Hist	U.S. History	AP
<b>AP World History</b> <i>Adopted from: The College Board Advanced Placement Program</i>	AP World Hist	World History / Cultures / Historical Geography	AP
<b>Principles of American Democracy</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Amer Govt (P)	Civics / American Government	
U.S. History	Shlt USHST P US Hist P	U.S. History	
<b>U.S. History and Geography</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	US Hist A (P) US Hist B (P)	U.S. History	
World History	Shlt Wrld Hist P World Hist P	World History / Cultures / Historical Geography	
<b>World History, Culture, and Geography</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	World HistA (P) World HistB (P)	World History / Cultures / Historical Geography	

### English ("b") 4 years required

*Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.*

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
<b>AP English Language and Composition</b> <i>Adopted from: The College Board Advanced Placement Program</i>	AP Eng Lang	English	AP	
<b>AP English Literature and Composition</b> <i>Adopted from: The College Board Advanced Placement Program</i>	AP Eng Lit	English	AP	

English 10	English 10 P	English	
English 10 HP	English 10 HP	English	
English 11	English 11 P	English	
English 12	English 12 P	English	
English 9	English 9 P Shelt English	English	
English 9 HP	English 9 HP	English	
English Language Arts 10 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English 10A (P) English 10B (P)	English	Online
English Language Arts 11 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English 11A (P) English 11B (P)	English	
English Language Arts 12 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English 12A (P) English 12B (P)	English	Online
English Language Arts 9 <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	English 9A (P) English 9B (P)	English	Online
English Language Development III	Eng Lang Dev III	English as a Second Language (ESL) / English Language Development (ELD)	Allow max. of 1 unit for ESL/ELD courses
English Language Development IV	Eng Lang Dev IV	English as a Second Language (ESL) / English Language Development (ELD)	Allow max. of 1 unit for ESL/ELD courses

**Mathematics ("C")** 3 years required, 4 years recommended

*Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.*

<b>Title</b>	<b>Transcript Abbreviation(s)</b>	<b>Discipline</b>	<b>Honors Type</b>	<b>Course Notes</b>
<b>Algebra II</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	<b>Algebra IIA (P)</b> <b>Algebra IIB (P)</b>	<b>Algebra II</b>		
<b>AP Calculus AB</b> <i>Adopted from: The College Board Advanced Placement Program</i>	<b>AP Calc AB</b>	<b>Calculus</b>	<b>AP</b>	
<b>AP Calculus BC</b> <i>Adopted from: The College Board Advanced Placement Program</i>	<b>APCalc BC</b>	<b>Calculus</b>	<b>AP</b>	
<b>AP Statistics</b> <i>Adopted from: The College Board Advanced Placement Program</i>	<b>AP Statistic</b>	<b>Statistics</b>	<b>AP</b>	
<b>Integrated Math I</b>	<b>Int Math I (P)</b> <b>Shlt IntMath I P</b>	<b>Mathematics I</b>		
<b>Integrated Math I Honors</b>	<b>Int Math I HP (P)</b>	<b>Mathematics I</b>		
<b>Integrated Math II (P)</b>	<b>Int Math II (P)</b> <b>ShltIntMathII P</b>	<b>Mathematics II</b>		
<b>Integrated Math II Honors</b>	<b>Int Math II HP</b>	<b>Mathematics II</b>		
<b>Integrated Math III (P)</b>	<b>Int Math III P</b>	<b>Mathematics III</b>		
<b>Integrated Math III Honors</b>	<b>Int Math III HP</b>	<b>Mathematics III</b>	<b>Honors</b>	
<b>Math Analysis with Trigonometry</b>	<b>MathAnalw/TrigP</b>	<b>Advanced Mathematics</b>		
<b>Mathematics I</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	<b>Int Math I (P)</b>	<b>Mathematics I</b>		
<b>Mathematics II</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	<b>Int Math II (P)</b>	<b>Mathematics II</b>		<b>Online</b>
<b>Mathematics III</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	<b>Int Math III P</b>	<b>Mathematics III</b>		<b>Online</b>
<b>Pre-Calculus Honors.</b>	<b>Pre Calcu HP.</b>	<b>Advanced Mathematics</b>	<b>Honors</b>	
<b>Statistics</b>	<b>Stat/Prob P</b>	<b>Statistics</b>		

**Laboratory Science ("d")** 2 years required, 3 years recommended

*Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.*

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Anatomy Physiology (P)	AnatPhysiologyP	Biology / Life Sciences		
AP Biology <i>Adopted from: The College Board Advanced Placement Program</i>	AP Biology	Biology / Life Sciences	AP	
AP Chemistry <i>Adopted from: The College Board Advanced Placement Program</i>	AP Chemistry	Chemistry	AP	
AP Environmental Science <i>Adopted from: The College Board Advanced Placement Program</i>	AP Envir Sci	Interdisciplinary Sciences	AP	
AP Physics 1 <i>Adopted from: The College Board Advanced Placement Program</i>	AP Physics 1	Physics	AP	
AP Physics C: Mechanics <i>Adopted from: The College Board Advanced Placement Program</i>	AP Physics C: M	Physics	AP	
Biology I	Biology I P Shlt Biol P	Biology / Life Sciences		
Chemistry	Chemistry P Shlt Chem P	Chemistry		
Human Body Systems <i>Adopted from: Project Lead the Way (PLTW)</i>	HumanBodySys(P)	Biology / Life Sciences		
Physics	Physics P	Physics		
Principles of the Biomedical Sciences <i>Adopted from: Project Lead the Way (PLTW)</i>	PrinBioMedSci	Biology / Life Sciences		

**Language Other than English ("e")** 2 years required, 3 years recommended

*Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).*

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Sign Language I	Am Sgn Ln 1P Am Sgn Ln IP	LOTE Level 1		
American Sign Language II	Am Sgn Lng IIP	LOTE Level 2		
American Sign Language III	Am Sgn Lng IVP	LOTE Level 3		
American Sign Language IV	Am Sgn Lng IVP	LOTE Level 4+		
AP Spanish Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i>	AP Span Lang	LOTE Level 4+	AP	
French I	French I (P)	LOTE Level 1		
French II	French II (P)	LOTE Level 2		
French III	French III (P)	LOTE Level 3		
French IV	French IV (P)	LOTE Level 4+		
Spanish for Professional Communication	Span Prof Com P	LOTE Level 4+		
Spanish I	Spanish I (P)	LOTE Level 1		
Spanish II	Span II (P)	LOTE Level 2		
Spanish III	Span III (P)	LOTE Level 3		
Spanish IV	Span IV (P)	LOTE Level 4+		

**Visual & Performing Arts ("f")** 1 year required

*One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).*

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Acting	Acting I P	Theater		
Advanced Acting	Adv Acting P	Theater		
Advanced Dance	AdvancedDance	Dance		
Advanced Drawing and Painting	Adv Painting	Visual Arts		
Advanced Fine Art/Digital Photography	Adv F/ADigPhoto	Visual Arts		
Advanced Video/Film	Adv Video Film	Visual Arts		
AP Art History <i>Adopted from: The College Board Advanced Placement Program</i>	AP Art Hstry	Visual Arts	AP	
AP Studio Art: 2-D Design <i>Adopted from: The College Board Advanced Placement Program</i>	AP StudArt2D	Visual Arts	AP	
AP Studio Art: 3-D Design <i>Adopted from: The College Board Advanced Placement Program</i>	AP StudArt3D	Visual Arts	AP	
AP Studio Art: Drawing <i>Adopted from: The College Board Advanced Placement Program</i>	AP StudArt DR	Visual Arts	AP	
Beginning Dance	Beg Dance	Dance		
Concert Band	Concrt Bnd P	Music		
Dance Choreography Performance	Dance Chor/Pr P	Dance		
Drama Production	Drama Prod P	Theater		
Drawing Design	Draw/Desgn P	Visual Arts		
Fashion Design	Fashion/Des (P)	Visual Arts		
Fine Art Digital Photography	F/A DigiPhoto	Visual Arts		
Improvisation	Improvisation ImprovScrpTDevP	Theater		
Intermediate Acting	Int Acting P	Theater		

Intermediate Dance	Int Dance P	Dance
Musical Theater Production	Music Thtr P	Music
Painting	Painting P	Visual Arts
Photo Imaging	Photo Imaging	Visual Arts
Sculpture	Sculpture 1P	Visual Arts
Seminar in Art	Sem In Art P	Visual Arts
Symphonic Band	Symp Band P	Music
Video Film	Video Film P	Theater

### College-Preparatory Elective ("g") 1 year required

*One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.*

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Journalism	Adv Journ P	English		
AP Computer Science A <i>Adopted from: The College Board Advanced Placement Program</i>	AP Comput SC	Mathematics - Computer Science	AP	
AP Microeconomics <i>Adopted from: The College Board Advanced Placement Program</i>	AP Econ Micro	History / Social Science	AP	
AP Psychology <i>Adopted from: The College Board Advanced Placement Program</i>	AP Psych	History / Social Science	AP	
AVID 12 <i>Adopted from: AVID - Advancement Via Individual Determination</i>	AVID Sr Sm P	Interdisciplinary		
Child Development I	Child Develop I	Interdisciplinary		
Creative Writing	Crtve Wrt P	English		
Culinary Arts 1	Culinary Art	Interdisciplinary		

Earth Space Science	Earth/Spc P Shlt Ear/Spa	Laboratory Science – Physical Sciences
<b>Economics</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	Econ (P)	History / Social Science
<b>Economics</b>	Econ P Shlt Econ P	History / Social Science
<b>Exploring Computer Science</b> <i>Adopted from: UCLA Center X</i>	Explor Comp Sci	Mathematics
<b>Introduction to Engineering Design</b> <i>Adopted from: Project Lead the Way (PLTW)</i>	IntroEngDesign (P)	Interdisciplinary
<b>Marketing Principles (P)</b>	MrktingPrinc (P) MrktingPrinc(P)	Interdisciplinary
<b>Psychology</b> <i>Adopted from: Edgenuity, Inc (formerly Education2020)</i>	PsychologyA (P) PsychologyB (P)	History / Social Science
<b>Sociology P</b>	Sociology P	History / Social Science