San Dieguito
Union High School District

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:	6/4/2018

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:

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The District Governing Board approved this revision of the School Plan on:

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:

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 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. A bell schedule change in the 2016-17 school year allows for departments to collaborate every other Monday during an early release of students. LCC also offers 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, the school has 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 new to U.S. schools. The LCC community also includes a broad and diverse grouping of special education programs that is able to support students with a wide variety of special needs. 21 different AP courses are offered, and over 700 students took an AP exam last year. In addition to a robust AP program, LCC received authorization as an International Baccalaureate World School, offering a Diplom .

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), an internal school survey conducted in the Spring of 2018, D/F lists, tardy/truancy statistics, the California School Dashboard (www.californiaschooldashboard.org), and UC/CSU eligibility rates. As a result of extensive data analysis, specific areas of need have been identified pertaining to improvement in closing the achievement gap in English/Language Arts (ELA) and Math, increasing College and Career Readiness for all students, and continuing work to expand student connectedness campus-wide. These goals align with district

LCAP goals, and remain consistent from the previous school SPSA.

According to the most recent CAASPP data (2017), LCC demonstrated significant growth in ELA/Literacy success for all students. Over the course of two years, LCC has gone from 61% of students reaching the "Standard Met"(SM) or "Standard Exceeded"(SE) bands to 78%. 17% improvement over the course of two years in unprecedented in the San Dieguito Union High School District. This accomplishment can be attributed to a number of different factors, but primarily the work of teachers to address literacy across the curriculum and ensure that the California Core Standards are being addressed in the classroom. While this growth should be commended, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Students with Disabilities (SWD) student groups. Students who were previously EL and have been reclassified as Fluent English proficient (RFEP) have stood out for tremendous growth over the past two years. These students have gone from 40% SE and SM in 2015 to 72% in 2017. Students categorized as EL went from 0% SE and SM in 2016 to 12.5% in 2017. While this is a welcomed improvement, there is significant need to work to close that achievement gap. Students with Disabilities (SWD) and Economically-Disadvantaged Students (EDS) both had modest growth in ELA scores.

In regards to math, the growth has been much more modest for the overall population and there have been dips in scores for some key student groups. The overall student population demonstrated less than a 1% improvement over the students tested the previous year. It is important to note that since the CAASPP is only given to 11th grade students in high school, the comparison is between different student populations from one year to the next. RFEP, SWD, and EDS student groups all saw small dips in success on the math portion of the CAASPP. While ELA/literacy continues to be an area of need for growth as LCC continues to work to shrink the achievement gap with student groups, Math has become more of an area of focus due to somewhat stagnant growth for the overall school population.

Based on the 2017 California Healthy Kids Survey, 2% of student either feel "unsafe" or "very unsafe" on campus. CHKS results show that 18% of students do not feel like they are a part of LCC, and 27% of students feel as though they do not do things that make a difference at their school. In the Spring of 2018, LCC administered an internal survey regarding student connectedness. 89% of students reported feeling safe on campus. It should be noted that there have been several high-profile acts of violence on school campuses around the nation this year. LCC's truancy rate is 68% and chronic absenteeism stands at 12%. Attendance continues to be a major area of concern for the School Site Council and administration. Student safety will always be a priority at LCC, but there continues to be very little data to suggest that students and staff do not currently feel safe at school. As a result, Goal #2 has been redeveloped from previous years to focus explicitly on student connections and attendance: Goal #2: Increase the level of "school connectedness" and improve overall attendance.

Based on 2017 Early Assessment Program (EAP) data for ELA, 34% of all students are considered college ready, while 0% of EL and SWD students are considered college ready. In Math, 27.4% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% 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. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

The California School Dashboard has provided a new metric as of this year to assess school performance. The Equity Report identifies a number of student groups in Red/Orange (areas of concern) pertaining to Graduation Rates, Suspension Rates, and EL Progress. While suspension rates are considered "medium" overall, there was a significant increase (1.4%) from the previous year. English Learner progress and graduation rates both saw significant decreases. These are areas of concern.

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan? All La Costa Canyon High School Site Council meetings this year have focused on specific goals. The first meeting of the year was an overview of the SSC process and SPSA. The following three meetings have addressed the three SPSA goals for the year respectfully. The council explored all elements of the goal, data, and actions, and the council's input drove the creation of the 2018-19 SPSA. The SSC will meet in May to continue to refine the SPSA, and eventually determine approval at a meeting in June. The SPSA was discussed with ELAC parents at a meeting early in 2018, and an ELAC representative will sit in on School Site Council meetings when the plan is revised in May, and eventually approved in June.

D. Summary of Progress Made on 2016-17 Goals
La Costa Canyon High School

School Goal 1

Annual increase in student achievement in ELA and Math for all students.

LCAP Priority Area:

LCAP State Priorities
1. Basics
2. Implementation of State Standards
4. Pupil Achievement
7. Course Access

Targeted Pupil Student Group(s):

English Learners; Students with Disabilities

A. Actual Measurable Outcomes:	B. Summary of Progress:
CAASPP data: ELA - Percent Standard Exceeded (SE) or Standard Met (SM) 2015: All Students - 61 Students With Disabilities - 11 EL - 13 2016: All Students - 69 SWD - 23 EL - 0 2017: All students - 78 SWD - 24 EL - 12.5 Math: Percent SE or SM 2015L 54 2016: 56 2017: 56 Did not achieve 5% target increase Slight decrease in D/Fs in ELA/Math over '16-'17. Slight increase over '15-'16.	Overall, students are showing a pattern of benefiting from instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2017 CAASPP results for all students in ELA surpassed the 5% improvement goal. Math scores were somewhat higher than previous years, but the numbers suggest that additional district funded sections may be necessary in 2018-19 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved. According to the most recent CAASPP data (2017), LCC demonstrated significant growth in ELA/Literacy success for all students. Over the course of two years, LCC has gone from 61% of students reaching the "Standard Met"(SM) or "Standard Exceeded"(SE) bands to 78%. 17% improvement over the course of two years in unprecedented in the San Dieguito Union High School District. This accomplishment can be attributed to a number of different factors, but primarily the work of teachers to address literacy across the curriculum and ensure that the California Core Standards are being addressed in the classroom. While this growth should be commended, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Students with Disabilities (SWD) student groups. Students who were previously EL and have been reclassified as Fluent English proficient (RFEP) have stood out for tremendous growth over the past two years. These students have gone from 40% SE and SM in 2015 to 72% in 2017. Students categorized as EL went from 0% SE and SM in 2016 to 12.5% in 2017. While this is a welcomed improvement, there is significant need to work to close that achievement gap. Students with Disabilities (SWD) and Economically-Disadvantaged Students (EDS) both had modest growth in ELA scores.

In regards to math, the growth has been much more modest for the overall population and there have been dips in scores for some key student groups. The overall student population demonstrated less than a 1% improvement over the students tested the previous year. It is important to note that since the CAASPP is only given to 11th grade students in high school, the comparison is between different student populations from one year to the next. RFEP, SWD, and EDS student groups all saw small dips in success on the math portion of the CAASPP. While ELA/literacy continues to be an area of need for growth as LCC continues to work to shrink the achievement gap with student groups, Math has become more of an area of focus due to somewhat stagnant growth for the overall school population.

D/Fs in ELA/Math remain consistent over the past three years. There were minor improvements since last year, but not the significant growth that was hoped for as a result of Academic Survival courses that target students struggling in Math.

C. Relevance:

While there is certainly continued need for growth, LCC has demonstrated marked improvement, particularly in ELA.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

There is a need to create more targeted, prescriptive tutoring opportunities for Math. The "MAV Math Hour" after school has been a tremendous resource for the students who have used it, but the numbers have not been sufficient to continue this approach as-is. With the input of parents, students, and teachers, next year's Math tutoring will be organized based upon student need as opposed to a constant schedule. Teachers will identify students with additional needs - particularly prior to assessments - and will organize tutoring sessions outside of school hours that are most beneficial for the largest number of students.

School Goal 2

Increase the level of school connectedness and sense of safety of pupils, staff, and parents at LCCHS.

LCAP Priority Area:

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:	B. Summary of Progress:
2017 California Healthy Kids Survey data: "...feel unsafe or very unsafe on campus": 2% "...do not feel part of LCC" - 18% "...do not do things that make a difference at school" - 27% 2018 Internal Survey data: 89% of students feel safe on campus. 83% of students feel that they are connected to LCC beyond the classroom. 86% of students feel that there is at least one adult on campus who cares about them. Attendance: Chronic Absenteeism Rate - 2016-17: 12.1%	Questions from the California Healthy Kids Survey did not all directly align with questions from the internal LCC survey that was developed by committees within School Site Council. The one question that does connect well was the question of feeling safe at school. While the questions were asked quite differently, there is certainly an increase in the number of students at LCC that do not feel safe this year over last. This is certainly a national trend that correlates with high-profile examples of school violence that have taken place across the country. Due to the climate of fear and concern on campuses nationwide, including LCC, there is a renewed vigor to look at school safety practices and procedures. The most updated truancy rate available from California Department of Education was from 2015-16, which is not an accurate depiction of LCC. The Chronic Absenteeism Rate (students absent more than 10% of classes) last year was 12.1%. As a result, there has been a renewed focus district-wide attendance letters and the SART/SARB process. The chronic absenteeism issue at LCC includes students with truancies, and students with excused illnesses, and personal absences.

C. Relevance:

School safety has become a renewed concern this year, along with continued concerns about student attendance, and connectedness.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

1. A more targeted focus on attendance interventions has already begun. Friday Night and Saturday Schools are occurring more regularly as a deterrent for tardies and truancies. 2. Assemblies are more topical this year, as opposed to "pep rally" style. Guest speakers have been selected to provide messages that relate to areas of concern for our students (substance abuse, stress, making the transition to college) 3. The addition of a social worker on staff allows for more tiered intervention for students who are struggling emotionally on campus.

School Goal 3

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:	B. Summary of Progress:
Early Assessment Program ELA MATH 2016-17 2016-17 All students All students College Ready - 42% College Ready - 26% Conditionally Ready - 37% Conditionally ready - 30% Not Ready - 21% Not Ready - 44% 2015-16 2015-16 All students All Students College Ready - 33% College Ready - 26% Conditionally Ready - 36% Conditionally Ready - 30% Not Ready - 31% Not Ready - 44% 2014-15 All students All students College Ready - 25% College Ready - 24% Conditionally Ready - 36% Conditionally Ready - 30% Not Ready - 39% Not Ready - 46% Graduation Rates 2015-16 - All Students - 94.0% 2014-15 - All Students - 95.6%	Based on 2017 Early Assessment Program (EAP) data for ELA, 34% of all students are considered college ready, while 0% of EL and SWD students are considered college ready. In Math, 27.4% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% 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. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready. The precipitous drop of students who are considered "not ready" for college in ELA is commendable. This can be attributed in part to more targeted tutoring of students struggling in English. In addition, Read 180 courses have provided foundations for students well below grade level. English Learners have benefited from small classes in ELD, and the case management periods of ELD teachers. All of this has resulted in tremendous improvements in ELA; however, all students need additional support in Math. Advanced Placement course enrollment data has been added this year. There was a significant drop two years ago in course enrollments. With the addition of the International Baccalaureate program in the 2018-19, tracking participation in AP and IB courses will serve as an additional metric of student college and career readiness.

Advanced Placement course enrollments
2016-17: 1691
2015-16: 1643
2014-15: 1910

C. Relevance:

Goal has been partially met. Despite significant improvements, there are still areas of need - particularly with math and A-G Readiness of 12th graders.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

The International Baccalaureate diploma program will begin in the 2018-19 school year. This will provide additional courses to support students in preparation for college and careers. Next year, teachers will have more time during early releases to focus on the Professional Learning Community process now that WASC accreditation has been completed. Professional development opportunities for IB teachers will continue to take place, and will allow teachers to share best practices associated with the IB program.

Looking at graduation rates for English Language Learners, as well as performance on Math assessments, there is a need for a Sheltered Integrated Math I course to support students in achieving the graduation requirement of Integrated Math I.

School Goal 4	
LCAP Priority Area:	
Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	**B. Summary of Progress:**
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

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.

LCAP Goal:

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.

School Goal 1

Annual increase in student achievement in ELA and Math for all students.

LCAP Priority Area:

LCAP State Priorities
1: Basics
2: Implementation of State Standards
4: Pupil Achievement
7: Course Access

Targeted Pupil Student Group(s):

All students, with focus on English Learners and Students with Disabilities

A. Rationale:	B. Expected Measurable Outcomes:
While the school demonstrated marked improvement in ELA - as evidenced by 2017 CAASPP data, there is still significant room for improvement for the overall population and, particularly, English Learners (EL) and Students With Disabilities (SWD) student groups. 77% of students scored in the "Standard Met" or "Standard Exceeded" range in ELA, up 8% from the previous year. In Math, the improvement was 1% and now stands at 56%. English Learners demonstrated some growth in ELA, but continue to struggle in Math. 12% of English Learners scored in SM or SE in ELA and 4% did so in Math. Students with Disabilities had 15% of students in SM or SE for ELA, and only 4% in Math. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and Students with Disabilities student groups.	A 5% increase for all students in Standard Exceeded/Standard Met for both ELA and Math A 5% increase for SWD students in SE/SM for both ELA and Math A 5% increase for EL students in SE/SM for both ELA and Math 5% decrease in D/F for all students in ELA and Math
Comparing 3rd quarter progress report data over the past three years, the number of students receiving D/Fs in English and Math has not added up to a 5% decrease. Those numbers continue to stay consistent over the past three	

years when comparing the same grading period.

C. School-wide critical area/s for follow up addressed:

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." The current draft of the 2017 WASC self-study lists "Critical Learner Needs" #1 as, "Raise level of academic achievement of subgroup students (EL, SPED) including critical thinking and analysis skills."

D. Strategy:

Site tutoring funds are directly targeting the need for improvement in math since ELA scores have shown such significant growth over the past two years. In addition, courses have been developed and implemented to support Students with Disabilities. The data pertaining to the efficacy of the Newcomers' Academy is under review as a result of concerns raised through California School Dashboard regarding EL progress.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Targeted tutoring based upon student need - primarily math.	Mostly math department - some science and ELA	$4,762.50 yearly - Site Tutoring	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August - June
2.	One section of EL Lead. This teacher functions as a "case manager" to support EL students. 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 to meet the criteria for reclassification. EL Lead also monitors students' academic and language acquisition progress.	Teacher	$24,000 District Funded Sections	D/F rates for EL population in Math and ELA	Year long
3.	Two sections of Sheltered Integrated Math I Readiness 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade, prepared for Integrated Math I	Teacher	$48,000 District Funded sections - LCAP	CAASPP Math data for EL students, as well as UC/CSU eligibility rates	August - June
4.	Two sections of ELD support. 1. English Learners 2. Prioritized Instructional Goals: Support for all classes through SDAIE strategies and foundational language skills 3. Methods of Assessment: Grades in other academic courses, CAASPP data for EL students; increase in ELPAC/LAS proficiency levels 4. Exit Criteria: Reclassification	Teachers	$48,000 District Funded Sections - LCAP	CAASPP ELA data for EL students; CELDT redesignation	August - June

LCAP Goal:

SDUHSD LCAP Goal #3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff, and parents.

School Goal 2

Increase the level of school connections and improved attendance schoolwide

LCAP Priority Area:

State Priority:
1-Basic Services
3-Parent Involvement
5-Pupil Engagement
6- School Climate

Targeted Pupil Student Group(s):

All students - particularly fostering connections for underrepresented populations such as EL and SWD.

A. Rationale:	B. Expected Measurable Outcomes:
2017 CHKS results show that 18% of students do not feel like they are a part of LCC, and 27% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate (According to Education Code: A student, "who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant") for 2015-16 was 68% and chronic absenteeism (absent 10% or more of school days) stands at 12.1% for the 2016-17 school year. 32 suspensions were issued over the course of the 2016-17 school year.	Based on internal survey data, a 5% decrease in the number of students who do not feel like they are a part of LCC Based on internal survey data, 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 truancy rates

C. School-wide critical area/s for follow up addressed:

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." In addition, the 2017 self-study "Critical Learner Need" #2 states, "Improve the culture of inclusion, school engagement, and character skills."

D. Strategy:

Addition of Academic Survival course to connect struggling students; formalizing of Friday Night and Saturday School; revision of school-wide assemblies/activities

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Revised assemblies and school-wide activities. Incorporation of more topical speakers to address student wellness concerns, and opportunities	Admin/ASB	N/A	Attendance during assemblies;	August through June

	for students to access information regarding ways to connect at school (Club fairs, demos). Partnership with outside agencies (Sandy Hook Promise and North County Lifeline) to provide specialized services to support socio-emotional wellness of students school wide.			participation rates of clubs	
2.	Three sections of "Academic Survival" 1. Entry Criteria: D/F data from middle schools, does not currently have Individualized Education Plan, identified through SST, counselor, teacher recommendation 2. Prioritized Instructional Goals: Personalized support from staff allows for additional connections on campus; math-focused for most students - teacher is credentialed in math. 3. Exit Criteria: Yearly assessment of grades and ability to access Integrated Math I / passing Integrated Math I Readiness	teacher	$72,000 - District Funded section	grade comparison year-over-year; attitudinal surveys of students	August through June
3.	Friday Night and Saturday Schools for students with excessive tardies and truancies	admin	N/A	Truancy rates	October through June

LCAP Goal:

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

School Goal 3

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 Student Group(s):

All students, with focus on English Learners and Students with Disabilities

A. Rationale:	B. Expected Measurable Outcomes:
According to Early Assessment Program (EAP) data, LCC went from 31% of students considered "not ready" for college in English in 2015-16 to 10% in 2016-17. In Math, the growth was less marked, but 1% more students were considered "college ready" than the previous year. UC/CSU eligibility rates among graduating seniors remained similar to previous years - consistently at 74%, and continues to be an area of need - particularly students with disabilities (11.5%) and EL students (0%). Graduation rates have remained similar year-over-year for overall population and targeted student groups. Overall graduation rates have remained strong, but graduation rates of EL and SWD are below expectations. These numbers are influenced by a number of factors, including SWD students who are not on a graduation track due to IEP, and EL students who come to LCC as Juniors or Seniors.	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 students with disabilities who scored in the "College Ready" range in math and ELA as measured by EAP Increase UC/CSU eligibility rates for EL and SWD students Increase cohort graduation rates for EL and SWD students

C. School-wide critical area/s for follow up addressed:

2. "There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels."

D. Strategy:

AVID I course to provide college-focused preparation for students in at-risk populations; professional development of teachers in preparation for IB programme and Professional Learning Communities; Sheltered Life Science to provide additional support in academic language acquisition, and support EL students in getting on

	track for graduation

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Teacher release to supplement teacher PLC work (District Writing Benchmark, etc.) and professional development for teachers who will be offering IB courses in the 2018-19 school year	admin	$18,750 - Formative Achievement Funds	IB courses offered in 2018-19; implementation of common assessments across all disciplines	August through June
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	August through June
3.	Two sections of AVID I. Entry Criteria: Average to high test scores; 2.0-3.5 GPA, college potential with support, desire and determination Prioritized Instructional Goals: College readiness Methods of Assessment: CAASPP/EAP/graduation data for AVID students Exit Criteria: Students remain in AVID throughout high school, with goal of 4-year college attendance	staff	$48,000 district funded section	CAASPP/EAP/graduation data for AVID students	August through June
4.	One section of Sheltered Integrated Math I 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade - fulfilling graduation requirement for math	staff	$24,000 district funded section	Math D/F data for targeted students	August through June

LCAP Goal:
School Goal 4
LCAP Priority Area:
Targeted Pupil Student Group(s):

A. Rationale:	B. Expected Measurable Outcomes:
C. School-wide critical area/s for follow up addressed:	
D. Strategy:	

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

F. 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
Korri Ball				X	
Julia Collins					X
Justin Conn			X		
Kristin Jenkins			X		
Caitlin Eichlin		X			
Katie Ellis		X			
Annie Files				X	
Scott Geier					X
Melissa Hernandez-Cyr			X		
Chad Hines					X
Julie Hnatek				X	
Christina Holland		X			
Bonnie Kraemer				X	
Bryan Marcus	X				
Crosby McQueen					X
Saralyn Miller				X	
Morgan Overman		X			
Katie Stapko		X			
Emily Steward		X			
Emily Medrano					X
Numbers of members of each category	**1**	**6**	**3**	**5**	**5**

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 G. Budget 2017-18
La Costa Canyon High School

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	**$18,750.00**
Site LCFF Supplemental Funding - Site Tutoring Funds	**$4,762.50**
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	**$264,000.00**
Title I Funds X**Does Not Apply**	**$0.00**
Total	**$287,512**

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	1,894	-	1,919		1,935	100.0%
Black or African American	21	1.1%	19	1.0%	17	0.88%
American Indian or Alaska Native	6	0.3%	6	0.3%	4	0.21%
Asian	83	4.4%	82	4.3%	66	3.41%
Filipino	24	1.3%	23	1.2%	19	0.98%
Hispanic or Latino	284	15.0%	296	15.4%	309	15.97%
Native Hawaiian or Pacific Islander	6	0.3%	7	0.4%	6	0.31%
White	1,432	75.6%	1,449	75.5%	1454	75.14%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	183	9.7%		%		%
English Learners	98	5.2%		%		%
Students with Disabilities	275	14.5%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.   While we have seen some growth in the Hispanic/Latino population, demographics have remained relatively the same over the past few years.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	78	85	72	13	24	37
2015-16	69	73	50	0	23	32
2014-15	61	64	40	13	11	28
Source: California Department of Education, https://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	423	455	458	404	450	457	403	96.0	97.2	95.5
All Grades	474	471	423	455	458	404	450	457	403	96.0	97.2	95.5

* 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	2644.8	25	33	40.94	36	36	36.97	21	20	11.91	17	11	10.17
All Grades	N/A	N/A	N/A	25	33	40.94	36	36	36.97	21	20	11.91	17	11	10.17

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	47.26	47	47	40.55	17	14	12.19
All Grades	36	39	47.26	47	47	40.55	17	14	12.19

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	51.99	46	43	35.07	20	16	12.94
All Grades	32	42	51.99	46	43	35.07	20	16	12.94

	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	35.32	60	63	56.47	18	10	8.21
All Grades	21	26	35.32	60	63	56.47	18	10	8.21

	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	49.00	48	50	40.80	16	9	10.20
All Grades	36	41	49.00	48	50	40.80	16	9	10.20

Conclusions based on this data:	
1.	Only 17% of our students scored in the "Standards Not Met" category, which is below the county average. Achievement was fairly consistent across the four claims of Reading, Writing, Listening, and Research/Inquiry.
2.	61% of students tested scored in the "Standards Exceeded" and "Standards Met" category. This is below the district average of 76% and just above the county average of 60%. Teachers and administration will review results to make adjustments to instruction and curriculum as necessary.

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	56	62	39	6	6	15
2015-16	56	59	40	5	8	16
2014-15	54	57	25	6	7	14
Source: California Department of Education, https://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	423	456	457	405	454	456	405	96.2	97	95.7
All Grades	474	471	423	456	457	405	454	456	405	96.2	97	95.7

* 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	2625.3	24	26	25.19	30	30	30.86	22	24	21.73	24	20	22.22
All Grades	N/A	N/A	N/A	24	26	25.19	30	30	30.86	22	24	21.73	24	20	22.22

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	40.35	34	33	32.67	26	25	26.98
All Grades	41	42	40.35	34	33	32.67	26	25	26.98

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	25.25	55	52	49.26	20	21	25.50
All Grades	25	27	25.25	55	52	49.26	20	21	25.50

| Grade Level | Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | |
| | % 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	33.58	54	55	50.37	17	13	16.05
All Grades	29	32	33.58	54	55	50.37	17	13	16.05

Conclusions based on this data:	
1.	"Concepts and procedures" were an area of relative strength during this first baseline year of CAASPP results as evidenced by having the highest number of students scoring in the "Above Standard" range (41%) of the three claim areas.
2.	We have significant areas for growth in "Problem Solving" and "Communicating Reasoning." These areas are primarily tested through performance tasks, so student exposure to our integrated math model should continue to improve those results. All math courses at LCC need to provide students the opportunity to explore performance tasks.
3.	54% of students scored in the "Standard Exceeded" and "Standard Met" categories combined. Countywide, the commensurate percentage was 60, and the district was 76%.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	58.31	65.85	68.38

Conclusions indicated from this data:
1. Truancy rates increased markedly a few years ago.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	12.1
Black or African American	9.5
American Indian or Alaska Native	*
Asian	9.6
Filipino	13.0
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	*
White	11.1
Two or More Races	2.8
Socioeconomically Disadvantaged	25.3
English Learners	25.4
Students with Disabilities	24.1
Foster Youth	*

Conclusions indicated from this data:
1. EL, SED, and SWD all have chronic absentee rates that are well beyond their peer groups. These are the same groups who continue to fall behind on assessment data as well.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2085	1,964	1,983
Total Suspensions	34	42	69
Unduplicated Count of Students Suspended	29	31	59
Suspension rate	1.4%	1.60%	3.00%
Percent of Students Suspended with One Suspension	86.2%	80.60%	86.40%
Percent of Students Suspended with Multiple Suspensions	13.8%	19.40%	13.60%

Conclusions indicated from this data:

1. Total suspensions are on a significant upward trend.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	2.20%	1.60%	3.00%
Black or African American	0.00%	11.10%	4.80%
American Indian or Alaska Native	0.00%	*	*
Asian	0.00%	1.20%	1.20%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	3.70%	1.90%	2.10%
Native Hawaiian or Pacific Islander	*	*	*
White	1.10%	1.40%	3.30%
Two or More Races	0.00%	0.00%	2.80%
Socioeconomically Disadvantaged	5.0%	4.3%	3.4%
English Learners	9.2	5.3	0
Students with Disabilities	4.6	5.5	6.5
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. The overall rate is the most significant concern in the area of suspensions.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2085	1,964	1,983
Total Expulsions	1	1	3
Unduplicated Count of Students Expelled	1	2	6
Expulsion rate	0.13%	0.10%	0.30%

Conclusions indicated from this data:
1. Expulsions continue to be at very low numbers, despite some growth

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.13%	0.10%	0.30%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.32%	0.61%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.07%	0.27%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	*	*	0.00%
English Learners	*	*	0.06
Students with Disabilities	*	*	0.72%
Foster Youth	*	*	0.00%

Conclusions indicated from this data:
1. No significant changes

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	2.1	2.5	3.6
Hispanic or Latino of Any Race	9.6	7.1	21.5
Asian, Not Hispanic	0.0	3.3	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	0.0	0.0	0.0
White, Not Hispanic	0.8	1.7	0.8
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	9.9	5.4	18.4
English Learners	24	15.6	39.4
Students with Disabilities	8.6	4.8	3.3
Migrant Education	40	0.0	42.9

Conclusions indicated from this data:
1. The dropout rate for EL students in 2015-16 can be attributed to a large number of 12th graders with who were newcomers. This data reflects a need to more effectively partner with Mira Costa to ensure support for EL students after high school.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4. 1 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
9	4	9	8	19	27	25	42	36	25	23		17	12	27	25
10	17	13		42	42	23	13	17	31	25	13	15	4	17	31
11	20	11		13	11	39	13	44	30	13	22	17	40	11	13
12	16	6	8	47	25	13	5	6	25	11	25	33	21	38	21
Total	13	10	4	31	28	25	20	25	28	19	16	22	17	22	21

Conclusions based on this data:
1. The number of students at beginning and intermediate levels is on an upward trend, while fewer students are at Advanced and Early Advanced levels.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	87.1%	2.5%	5.1%	5.3%	0.0%	1,935
2016-17	86.60%	2.90%	5.60%	5.00%	0.00%	1,919
2015-16	87.00%	3.40%	5.20%	4.50%	0.00%	1,894

Conclusions indicated from this data:
1. No significant shifts

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	41	3	35	19	103	201
2016-17	44	8	32	24	95	203
2015-16	34	4	44	16	85	183

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	5	0	1	8	22	36

10	10	0	9	2	22	43
11	11	1	12	0	35	59
12	15	2	13	2	22	54
* Long-Term English Learners (LTEL)						

Conclusions indicated from this data:
1.   No significant shifts

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	**2016-17**	**2017-18**
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	7.5%	7.9%	7.8%

Conclusions indicated from this data:
1.   Consistent data

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	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
2016-17	42	37	21	0	8	92	0	17	83	2	22	76
2015-16	33	36	31	0	0	100	8	24	68	5	18	77
2014-15	25	36	39	0	13	87	5	23	72	0	11	89

Source: California Department of Education, https://caaspp.cde.ca.gov/
CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
Standard Exceeded (Level 4) = "College Ready"
Standard Met (Level 3) = "Conditionally Ready"
Standard Nearly Met (Level 2) = "Not Ready"
Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1. "All students" EAP results for ELA is a bright spot. The decrease in "Not Ready" over the past two years is substantial.

2. Students with Disabilities have seen significant growth over the past two years.

3. Socioeconomically Disadvantaged students demonstrate have seen the most significant drops in results. There is a significant crossover with English Learners.

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
2016-17	26	30	44	3	0	97	0	6	94	0	6	94
2015-16	26	30	44	0	5	95	10	6	84	3	5	92
2014-15	24	30	46	0	6	94	7	7	86	0	7	93

Source: California Department of Education, https://caaspp.cde.ca.gov/
CAASPP Math Performance Levels and Corresponding EAP Results listed below:
Standard Exceeded (Level 4) = "College Ready"
Standard Met (Level 3) = "Conditionally Ready"
Standard Nearly Met (Level 2) = "Not Ready"
Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1. There has been less overall movement in Math vs. ELA.

2. Socioeconomically Disadvantaged students experienced a drop in Math, much like ELA.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	73%	75%	75
Number of tests taken	1,722	1,344	1259
Number of testers	721	591	579
Average number of tests per student	2.4	2.3	2.2

Source: College Board School Summary Report

Conclusions indicated from this data:
1.   There are fewer overall students taking AP exams recently, and each student is taking fewer exams on average.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	470	293	540	570	548	205	69.97%
2014-15	537	357	542	574	542	264	73.95%
2013-14	478	302	552	573	553	231	76.49%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	470	309	25	25	26	255	82.52%
2014-15	537	307	26	26	26	270	87.95%
2013-14	478	271	25	26	26	230	84.87%

Conclusions indicated from this data:
1. ACT and SAT average scores have stayed relatively similar.
2. Percent of scores > 1500 continue to decrease each year.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	75.40%	72.60%	71.90%
Black or African American	50.00%	60.00%	83.30%
American Indian or Alaska Native	100.00%	100.00%	33.30%
Asian	89.30%	77.80%	84.60%
Filipino	100.00%	62.50%	66.70%
Hispanic or Latino	58.30%	35.60%	60.30%
Native Hawaiian or Pacific Islander	66.70%	0.00%	50.00%
White	76.90%	77.70%	73.60%
Two or More Races	100.00%	55.60%	33.30%
Socioeconomically Disadvantaged	51.80%	41.90%	47.30%
English Learners	0.00%	0.00%	0.00%
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:
1. Overall UC/CSU eligibility rates have seen a decline over the past three years.
2. Some subgroups have exceptionally small sample sizes.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	95.6	94.0	
Black or African American	100.0	100.0	
American Indian or Alaska Native	100.0	100.0	
Asian	93.3	94.7	
Filipino	100.0	100.0	
Hispanic or Latino	87.1	69.2	
Native Hawaiian or Pacific Islander	100.0	0.0	
White	97.1	98.1	
Two or More Races	100.0	100.0	
Socioeconomically Disadvantaged	88.2	72.4	
English Learners	71.9	42.4	
Students with Disabilities	79.4	83.6	
Foster Youth			

Conclusions indicated from this data:
1. The precipitous drop for EL students in graduation is attributed to a population of less than 40 students. Many of these students came to LCC as Juniors or Seniors with little to no experience with English.
2. The drop for Socioeconomically disadvantaged students coincides with drop for EL students.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Art	4	4	102	24	126
English Language Arts	4	4	207	108	315
History/Social Science	23	23	472	404	876
Mathematics	5	5	92	85	177
Science	7	7	93	104	197

Conclusions indicated from this data:
1. Female students are taking far more AP courses overall.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Art	138	125	126
English Language Arts	445	386	315
History/Social Science	844	766	876
Mathematics	196	137	177
Science	287	229	197

Conclusions indicated from this data:
1. The total number of students in AP courses has steadily decreased over the past three years.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Arts, Media, and Entertainment	12	10	148	280	428
Building and Construction Trades					
Business and Finance	7	1	45	69	114
Education, Child Development, and Family Services	2	2	45	4	49
Health Science and Medical Technology	2	2	40	25	65
Hospitality, Tourism, and Recreation	7	6	136	161	297
Information and Communication Technologies	4	2	14	97	111
Manufacturing and Product Development	3	2	36	83	119
Marketing, Sales, and Service	10	5	81	192	273
Transportation					

Conclusions indicated from this data:
1. LCC continues to provide diverse offerings for CTE courses.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	427	336	428
Building and Construction Trades			
Business and Finance	61	78	114
Education, Child Development, and Family Services	42	46	49
Health Science and Medical Technology			65
Hospitality, Tourism, and Recreation	164	169	297
Information and Communication Technologies			111
Manufacturing and Product Development		53	119
Marketing, Sales, and Service	76	155	273
Transportation			

Conclusions indicated from this data:
1. The number of students in CTE courses continues to grow, as students in AP courses continue to shrink.