

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: 12/1/2016

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: January 19, 2017

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.

Mission Statement:

An inclusive and energetic learning community, LCC prepares students to be 21st century innovators, driven learners, creative leaders, and exemplary citizens.

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**

School Goal 1 (Description of 2015-16 School Goal)

Annual increase in student achievement in ELA and Math for all students, with a focus on English Language learners.

LCAP Priority Area:

Annual increase in student achievement for all students in English Language Arts and Math with focus on outcomes for target subgroups including English Learners.

Targeted Pupil Subgroup(s):

English Learners; Special Education population

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
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.

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
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.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

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.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

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.

School Goal 2 (Description of 2015-16 School Goal)

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

LCAP Priority Area:

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

Targeted Pupil Subgroup(s):

All students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
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.

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
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.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?
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.

School Goal 3 (Description of 2015-16 School Goal)

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 Subgroup(s):

All students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

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.

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

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.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

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.

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>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>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>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Annual increase in student achievement in ELA and Math for all students.</p> <p>LCAP Priority Area:</p> <p>LCAP State Priorities</p> <p>1: Basics</p> <p>2: Implementation of State Standards</p> <p>4: Pupil Achievement</p> <p>7: Course Access</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students, with focus on English Learners and Special Education</p>	
<p>Rationale: 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>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?</p>	<p>Growth Targets: 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.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 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 2016-17 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.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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

	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
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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

School Goal 3 (Description of 2016-17 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.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: 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
Numbers of members of each category	1	5	4	6	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).



MAVERICKS

La Costa Canyon High School

One Maverick Way
Carlsbad, CA 92009
Tel: (760) 436-6136
Fax: (760) 943-3539
Web: www.lcchs.com

Principal
Bryan Marcus

San Dieguito

Union High School District

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Interim Superintendent
Eric R. Dill

VII. School Site Council Membership
La Costa Canyon High School
2016-2017

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated 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
Karl Eppel				✓	
Reno Medina	AP				
Stephanie Ross				✓	
Julie Hnatck				✓	
Debra Dubs			Secretary		
Scott Geier					✓
Karlie McMillis					✓
Taj Goldsmith					✓
Lizzy McNally		✓			
Lindsey Geissler		✓			
Christina Holland		✓			
Monica Cardona			School Psych		
Justin Conn	AP				
Annie Files				✓	
Number of members of each category	2	3	2	4	3



MAVERICKS

La Costa Canyon High School

One Maverick Way
Carlsbad, CA 92009
Tel: (760) 436-6136
Fax: (760) 943-3539
Web: www.lcchs.com

Principal
Bryan Marcus

San Dieguito

Union High School District

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Interim Superintendent
Eric R. Dill

VII. School Site Council Membership
La Costa Canyon High School
2016-2017

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated 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
SHANNON KINNEY				✓	
Number of members of each category				1	

**Form F. Budget 2015-16
La Costa Canyon High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$11,200.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$10,040.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$210,000.00
Title I Funds	\$0.00
Total	\$231,240.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	1,894	-	2,008	-	2,067	-	2,134	-
Number & Percent of English Learners	98	5.2%	103	5.1%	100	4.8%	71	3.3%
Number & Percent of Long Term English Learners	41	2.2%	54	2.6%	67	3.2%	62	2.9%
Number & Percent of Redesignated Fluent English Proficient students	85	4.5%	91	4.5%	93	4.5%	117	5.5%
Number & Percent of students who are Socio-Economically Disadvantaged	183	9.7%	197	9.8%	227	11%	282	13.2%
Number & Percent of Special Education students	275	14.5%	279	13.7%	271	13.1%	293	13.7%

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 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	456	69	73	50	0	23	32
14-15	450	61	64	40	13	11	28

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2602.1	2624.1	25	33	36	36	21	20	17	11
All Grades	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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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 th 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
14-15	456	54	57	25	6	7	14

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

15-16 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2623.7	2632.1	24	26	30	30	22	24	24	20
All Grades	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		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
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

	2014-15	2013-14	2012-13	2011-12
Truancy rate	65.91%	58.29%	15.99%	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
15-16	7.8%	15.6%	12.1%	15.0%
14-15	7.7%	18.8%	16.0%	19.1%
13-14	7.2%	14.8%	12.7%	18.5%

Source:
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/11/16)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	29	26	61	56
Suspension rate	1.4%	1.2%	2.7%	2.3%
Number of students expelled	0	1	3	3
Expulsion rate	0.0%	0.0%	0.1%	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

	2014-15	2013-14	2012-13	2011-12
All Students	2.5%	2.1%	1.3%	2.1%

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.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	8	4	5	8
Adult who cares about me	11	8	6	30
Feel like part of my school.	15	15	15	15
Teachers at school treat students fairly	7	14	13	16
I do things at school that make a difference	24	24	21	57
<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
15-16	98	5.2%	47.6%	39.8%
14-15	103	5.1%	51.4%	41.7%
13-14	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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	9	4	9	27	19	27	41	42	36	18	23		5	12	27
10	14	17	13	29	42	42	43	13	17	7	25	13	7	4	17
11	24	20	11	35	13	11	18	13	44	6	13	22	18	40	11
12	10	16	6	30	47	25	45	5	6	15	11	25		21	38
Total	14	13	10	30	31	28	37	20	25	12	19	16	7	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 CELDT

AMA0 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	73	84	69
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	73	84	69

Number Met	39	44	37
Percent Met	53.4%	52.4%	53.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	25	56	36	57	40	43
Number Met	--	27	7	26	3	20
Percent Met	--	48.2%	19.4%	45.6%	7.5%	46.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	No	No	No	No

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	12.5%	15.6%	*	**
Percent of students who increased one proficiency	23.2%	34.4%	*	**

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 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	13 (12.4%)	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
15-16	33	36	31	0	0	100	8	24	68	5	18	77
14-15	25	36	39	0	13	87	5	23	72	0	11	89

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
15-16	26	30	44	0	5	95	10	6	84	3	5	92
14-15	24	30	46	0	6	94	7	7	86	0	7	93

Source:
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

Table 5.3 Advanced Placement Exam results

	2015-16	2014-15	2013-14	2012-13
Percent of exams with a score of 3+ (passing)	75%	73%	75%	68%
Number of tests taken	1,344	1,722	1,409	1,507
Number of testers	591	721	642	716
Average number of tests per student	2.3	2.4	2.2	2.1

Source:
2016 College Board District Summary Report. Retrieved from <https://scores.collegeboard.org>

Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	Number and Percent of Seniors tested	*	357/66%	302/63%	356/67%
	Mean Score : Critical Reading	*	542	552	523
	Mean Score : Math	*	674	573	557
	Mean Score: Writing	*	542	553	527
ACT	Number and Percent of Seniors tested	*	307/57%	271/57%	289/55%
	Average Score : English	*	25.7	25.6	24.6
	Average Score : Math	*	26.1	25.9	25.4
	Average Score: Reading	*	25.7	25.4	24.5
	Average Score: Science	*	25	24.7	24
	Average Score: Composite	*	25.8	25.6	24.8

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	75.4 %	0.0 %	51.8 %	*
13-14	72.1 %	0.0 %	31.7 %	*
12-13	68.0 %	4.3 %	41.7 %	*

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	95.6	71.9	88.2	79.4
13-14	97.0	72.0	87.3	85.7
12-13	97.5	87.2	94.7	86.2

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>