

## **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: October 2017

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: November 2, 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 that include an international understanding of global communities and cultures.

### **Mission Statement:**

#### **Mission:**

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

#### **LCCHS Expected School-wide Learning Results (ESLRs)**

La Costa Canyon High School graduates will be:

I. Students who will acquire 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 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. The school is preparing for a WASC accreditation visit in October, and an IB authorization visit in December.

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), 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 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, 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 is 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. LCC's truancy rate is 68% and chronic absenteeism stands at 12%. 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.

### C. Involvement Process

#### Involvement Process:

How was the SSC and site leadership involved in development of the plan?

Goals and action items were discussed over the course of school site council meetings in the Spring of 2017. In addition, LCC Executive Cabinet reviews data (D/F lists, CHKS, and standardized assessments) throughout the year and provides mid-year updates to SPSA to ensure focus on goals. A draft of the SPSA was submitted to the SSC council in October, once CAASPP data became publicly available, for review and feedback. The

SSC approved the draft at that meeting, and a final draft was submitted for SDUHSD board approval.

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

<p><b>School Goal 1</b> (Description of 2016-17 School Goal)</p> <p>Annual increase in student achievement in ELA and Math for all students, with a focus on English Language learners.</p> <p><b>LCAP Priority Area:</b></p> <p>Annual increase in student achievement for all students in English Language Arts and Math with focus on outcomes for target student groups including English Learners and Students with Disabilities.</p> <p><b>Targeted Pupil Student Group(s):</b></p> <p>English Learners; Students with Disabilities</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>Initial 2017 CAASPP data reflects growth in both English Language Arts / Literacy (ELA) (8%) and Math (1%) for the overall student population. LCC is the only high school in the SDUHSD that demonstrated growth in both ELA/literacy and Math. Growth within targeted student groups was somewhat mixed - primarily showing some growth in ELA, but slight decreases in Math.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>District funded sections seem to have a significant impact on overall achievement in ELA. While Math scores were somewhat higher than previous years, the numbers suggest that additional district funded sections may be necessary this year for math support, as well as focused funds on math tutoring. LCC will continue to offer targeted math tutoring after school three days every week.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>Yes. While there is certainly continued need for growth, LCC has demonstrated marked improvement, particularly in ELA. Resources are shifting somewhat toward math support this year as the growth in that area is happening at a slower rate.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward?</p> <p>Site tutoring funds are going to be allocated more directly to math interventions moving forward. Math tutoring has shifted from a focus on one night/week early in the 2016-17 school year to three afternoons every week. This change came from feedback from students in math classes and from parents. Students needed more regular access to tutoring. While some students are not able to attend tutoring immediately after school due to other obligations, making it three days/week opens up more opportunities for more students and data from sign-in sheets this year shows that there has been an overall improvement in math tutoring participation by students so far this year compared to previous years.</p>	

**School Goal 2** (Description of 2016-17 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 Student Group(s):**

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
2017 California Healthy Kids Survey data showed a concern rate of 2% when it comes to student safety. This is similar to recent years. Student safety will always be a priority at LCC, but it is not currently an area of focus for the SPSA due to such low levels of concerned students. 18% (3%increase) of students reported that they do not feel like they are a part of the school, which continues to be an area of concern school-wide. The proportion of concern for students answering, "I do things that make a difference at school" is 27% overall.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
CHKS data was somewhat disappointing overall because of the campus-wide focus on school connectedness over the past two years. The addition of the Extended Study Period to the bell schedule, an additional period added in to school, assemblies, and some targeted classes were all intended to provide more opportunities for students to connect. This data suggests there is more work to do in this area.

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

School safety goals have been met, but school connectedness continues to be an area of need.

**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. 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 trancies. 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** (Description of 2016-17 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 Student Group(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 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, and continues to be an area of need.

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

The precipitous drop of students who are considered "not ready" for college is commendable. This can be attributed in part to more targeted tutoring of students struggling in Math and 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.

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

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?** Based on the summary of progress, how will the actions/services change moving forward?

Tutoring has moved to a 3 day/week model, and is math-focused as a response to data. Counselors are using the 7-period bell schedule to properly place students to allow the most opportunity to become UC/CSU eligible. Some students are able to access online courses at Sunset High School, while still enrolled at LCC, to ensure the credits needed for college eligibility.



### E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)</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><b>School Goal 1</b> (Description of 2017-18 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><b>LCAP Priority Area:</b></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><b>Targeted Pupil Student Group(s):</b></p> <p>All students, with focus on English Learners and Students with Disabilities</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>While the school demonstrated marked improvement in ELA - 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.</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>A 5% increase for all students in Standard Exceeded/Standard Met for both ELA and Math</p> <p>A 5% increase for SWD 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> <p>5% decrease in D/F for all students in ELA and Math</p>
<p><b>School-wide critical area/s for follow up addressed:</b> How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?</p> <p>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."</p>	

**Strategy:** (briefly describe the overall plan to address the identified need)

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 Newcomers' Academy continues to support increased outcomes for our English Learners.

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)		<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Targeted tutoring known as "Mav Math Hour" after school three days/week.	Math department	\$5,000 yearly - Site Tutoring	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August - June
2.	Wellness Days with tutoring in preparation for finals for students.	Admin	\$2,800 - Site Tutoring	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 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	\$60,000 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 4. Exit Criteria: Increase in CELDT proficiency levels	Teachers	\$60,000 District Funded Sections - LCAP	CAASPP ELA data for EL students; CELDT redesignation	August - June
5.	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	\$30,000 District Funded Sections	D/F rates for EL population in Math and ELA;	Year long

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase the level of school connections and 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.

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

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 for 2015-16 was 68% (students with minimum of one period truancy over the course of the year) and chronic absenteeism (absent 10% or more of school days) stands at 8.9%. 37 suspensions were issued over the course of the 2016-17 school year.

**Growth Targets:** Expected annual measurable outcomes.

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

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

**Strategy:** (briefly describe the overall plan to address the identified need)

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

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
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1.	Wellness Days - includes Saturday before finals as well as Saturday prior to AP tests beginning. An opportunity for students to improve academically, but also bond in a low-stress setting.	admin	\$2,240 - Site Tutoring Funds	D/F lists; internal survey data: more students feeling a part of the school	January 2017 and May 2017
2.	One section of "Academic Survival" 1. Entry Criteria: Vertical articulation with middle schools to identify students in need, 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	teacher	\$30,000 - 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 trancies	admin	N/A	Truancy rates	October through June
4.	Revised assemblies and school-wide activities. Incorporation of more topical speakers to address student wellness concerns, and opportunities for students to access information regarding ways to connect at school (Club fairs, demos)	Admin/ASB	N/A	Attendance during assemblies; participation rates of clubs	August through June

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

All LCCHS graduates will be college and career ready.

**LCAP Priority Area:**

State Priority:

4-Pupil Achievement

5-Pupil Engagement

7-Course Access

8- Other Pupil Outcomes

**Targeted Pupil Student Group(s):**

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

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

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.

**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 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

**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)

AVID I course to provide college-focused preparation for students in at-risk populations; ELD I and II courses target EL students in need of college/career

readiness skills; professional development of teachers in preparation for IB programme and Professional Learning Communities

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)		<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Teacher release to supplement teacher PLC work (District Writing 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 ELD (I and II) Entry Criteria: CELDT scores of Level I and II Prioritized Instructional Goals: Literacy-focused and infusing college and career-readiness curriculum Methods of Assessment: EL student D/F reports; CAASPP data Exit Criteria: CELDT level; SBAC data	teachers	\$60,000 district funded section	CAASPP/EAP data for EL students	August through June
4.	Two sections of AVID I. Entry Criteria: Academic "middle"; college potential with support; individual determination; good attendance/citizenship Prioritized Instructional Goals: College readiness Methods of Assessment: CAASPP/EAP/graduation data for AVID students Exit Criteria: Students remain in program throughout high school	staff	\$60,000 district funded section	CAASPP/EAP/graduation data for AVID students	August through June

### 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
Korri Ball				X	
Julia Collins					X
Justin Conn			X		
Debra Dubs			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
<b>Numbers of members of each category</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>5</b>

*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*



**La Costa Canyon High School**

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 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

**Superintendent**

Eric R. Dill

VII. School Site Council Membership  
 La Costa Canyon High School  
 2017-2018

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposing 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 Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Melissa Hernandez Lyr			Counselor		
Scott Geier					ASB REP
Morgan Queman		X			
Emily Steward		X			
Carlin Echin		X			
Sarah Miller				X	
CROSBY McQUEEN					Fresh. Rep
Korri Ball				X	
JUSTIN CONN			Asst. Principal		
Debra Dubs			Secretary		
Annie Files				X	
Katherine Ellis		X			
Chad Hines					Soph Rep
Bryan Marcus	X				

*[Signature]* 10/12/17



**Form F. Budget 2016-17  
La Costa Canyon High School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$18,750.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$7,240.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$240,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$263438.00</b>

## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with Student Group breakdown**

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	1,919		1,894	-	2,008	-	2,067	-
<b>Number &amp; Percent of English Learners</b>	94	4.9%	98	5.2%	103	5.1%	100	4.8%
<b>Number &amp; Percent of Long Term English Learners</b>	40	2.1%	41	2.2%	54	2.6%	67	3.2%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	98	5.1%	85	4.5%	91	4.5%	93	4.5%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	205	11.1%	183	9.7%	197	9.8%	227	11%
<b>Number &amp; Percent of Special Education students</b>	199	10.8%	275	14.5%	279	13.7%	271	13.1%

**Source:**

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

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

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	403	78	85	72	13	24	37
<b>15-16</b>	457	69	73	50	0	23	32
<b>14-15</b>	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	474	471	423	455	458	404	450	457	403	96.0	97.2	95.5
<b>All Grades</b>	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
<b>Grade 11</b>	2602.1	2624.1	2644.8	25	33	40.94	36	36	36.97	21	20	11.91	17	11	10.17
<b>All Grades</b>	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
<b>Grade 11</b>	36	39	47.26	47	47	40.55	17	14	12.19
<b>All Grades</b>	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
<b>Grade 11</b>	32	42	51.99	46	43	35.07	20	16	12.94
<b>All Grades</b>	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

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

### III School and Student Performance Data

**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	403	56	62	39	6	6	15
<b>15-16</b>	457	56	59	40	5	8	16
<b>14-15</b>	456	54	57	25	6	7	14

Source:

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

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	474	471	423	456	457	405	454	456	405	96.2	97	95.7
<b>All Grades</b>	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
<b>Grade 11</b>	2623.7	2632.1	2625.3	24	26	25.19	30	30	30.86	22	24	21.73	24	20	22.22
<b>All Grades</b>	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
<b>Grade 11</b>	41	42	40.35	34	33	32.67	26	25	26.98
<b>All Grades</b>	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
<b>Grade 11</b>	25	27	25.25	55	52	49.26	20	21	25.50
<b>All Grades</b>	25	27	25.25	55	52	49.26	20	21	25.50

**Communicating Reasoning  
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	29	32	33.58	54	55	50.37	17	13	16.05
<b>All Grades</b>	29	32	33.58	54	55	50.37	17	13	16.05

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



### Section 3: School Climate Indicators

**Table 3.1 Truancy rates**

	2015-16	2014-15	2013-14	2012-13
<b>Truancy rate</b>	68.24%	65.91%	58.29%	20.4%

Source:  
California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.2 Chronic absenteeism rates by Student Group**

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>16-17</b>	8.9%	27.6%	22.0%	21.6%
<b>15-16</b>	7.8%	15.6%	12.1%	15.0%
<b>14-15</b>	7.7%	18.8%	16.0%	19.1%

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

**Table 3.3 Discipline data**

	2014-15	2013-14	2012-13
<b>Number of students suspended</b>	29	26	61
<b>Suspension rate</b>		1.2%	2.7%
<b>Number of students expelled</b>	0	1	3
<b>Expulsion rate</b>		0.0%	0.1%

Source:  
California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.4 Cohort dropout rate by Student Group**

	2015-16	2014-15	2013-14	2012-13
<b>All Students</b>	3.6%	2.5%	2.1%	1.3%

Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## 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
<b>9</b>	4	9	8	19	27	25	42	36	25	23		17	12	27	25
<b>10</b>	17	13		42	42	23	13	17	31	25	13	15	4	17	31
<b>11</b>	20	11		13	11	39	13	44	30	13	22	17	40	11	13
<b>12</b>	16	6	8	47	25	13	5	6	25	11	25	33	21	38	21
<b>Total</b>	13	10	4	31	28	25	20	25	28	19	16	22	17	22	21

**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 4.2 Reclassification Rate**

	2016-17	2015-16	2014-15	2013-14
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	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 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
<b>16-17</b>	42	37	21	0	8	92	0	17	83	2	22	76
<b>15-16</b>	33	36	31	0	0	100	8	24	68	5	18	77

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

**Table 5.2 Early Assessment Program (EAP) math results by 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
<b>16-17</b>	26	30	44	3	0	97	0	6	94	0	6	94
<b>15-16</b>	26	30	44	0	5	95	10	6	84	3	5	92

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

**Table 5.3 Advanced Placement Exam results**

	2016-17	2015-16	2014-15	2013-14
<b>Percent of exams with a score of 3+ (passing)</b>	75	75%	73%	75%
<b>Number of tests taken</b>	1259	1,344	1,722	1,409
<b>Number of testers</b>	579	591	721	642
<b>Average number of tests per student</b>	2.2	2.3	2.4	2.2

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

**Table 5.4 College Entrance Exam results**

		2017-16	2015-16	2014-15	2013-14
<b>SAT</b>	<b>Number and Percent of Seniors tested</b>	50%	*	357/66%	302/63%
	<b>Mean Score : Critical Reading</b>	603	*	542	552
	<b>Mean Score : Math</b>	596	*	674	573
	<b>Mean Score: Writing</b>	*	*	542	553
<b>ACT</b>	<b>Number and Percent of Seniors tested</b>	65%	*	307/57%	271/57%
	<b>Average Score : English</b>	*	*	25.7	25.6
	<b>Average Score : Math</b>	*	*	26.1	25.9
	<b>Average Score: Reading</b>	*	*	25.7	25.4
	<b>Average Score: Science</b>	*	*	25	24.7
	<b>Average Score: Composite</b>	25.6	*	25.8	25.6

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports \*2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

**Table 5.5 UC/CSU eligibility rates by Student Group**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	73	0	42	*
<b>14-15</b>	75	0	52	*
<b>13-14</b>	72	0	32	*

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 Student Group**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	94	42	72	84
<b>14-15</b>	96	72	88	79
<b>13-14</b>	97	72	87	86

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>