



The School 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:	Reno Medina
Date of this revision:	5/28/2019

The School 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: pending board approval on June 20, 2019

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:

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.

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 spanning over 88 acres in size 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. The 7th-period bell schedule was added in the 2016-17 school year. This allows for departments to collaborate every other Monday during an early release of students. In addition, students are able to have more choice and flexibility in their schedules, which is in comparison to the two academy schools also in SDUHSD. In the past couple of years, the school has worked to provide additional supports for students new to the 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 575 students took an AP exam last year. In addition to a robust AP program, LCC received authorization as an International Baccalaureate (IB) World School, offering a Diploma program. The 2018-2019 school year marked the first year in IB for LCC.

LCC provides a comprehensive interscholastic athletics program with 28 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 70 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), English Language Proficiency Assessments (ELPAC), CA Healthy Kids Survey done in the Spring of 2019, D/F lists, tardy/truancy statistics, the California School Dashboard (www.californiaschooldashboard.org), and UC/CSU eligibility rates. As a result of extensive data analysis, specific areas of need have been identified pertaining to improvement in closing the achievement gap in English/Language Arts (ELA) and Math, increasing College and Career Readiness for all students, and continuing work to expand student connectedness campus-wide. These goals align with district LCAP goals, and remain consistent from the previous school SPSA.

According to the most recent CAASPP data (2018), students are showing a pattern of benefiting from

instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2018 CAASPP results for all students in ELA declined apx 13.2%. Math scores declined as well by 7%, but the numbers suggest that additional district funded sections may be necessary in 2019-2020 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved. According to the most recent CAASPP data (2018), results for all students in ELA declined apx 13.2%. The reason to believe is the way the overall CAASPP test was administered last year could have played into the reason(s) of overall declines. There was a large emphasis on scheduling activities for all of the non-testing grade levels and less of a focus on the junior class testing and preparation with those students. We hope this year our testing schedule will allow for increases once again in ELA and Math by administering CAASPP tests to students in their regular classes, with regular teachers, on a standard bell schedule where students may feel more accountable during the testing period.

Based on the 2019 California Healthy Kids Survey, 7% of students 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 26% of students feel as though they do not do things that make a difference at their school. Vaping, bullying, substance and mental health concerns are the most concerning in the report with small increases in percentages for those. LCC's truancy rate is 68% and chronic absenteeism stands at 12%. Attendance continues to be a major area of concern for the School Site Council and administration. Student safety will always be a priority at LCC, but there continues to be very little data to suggest that students and staff do not currently feel safe at school. As a result, Goal #2 has been redeveloped from previous years to focus explicitly on student connections and attendance: Goal #2: Increase the level of "school connectedness" and improve overall attendance.

Based on 2018 Early Assessment Program (EAP) data for ELA, 34% of all students are considered college ready, while 0% of EL and SWD students are considered college ready. In Math, 27.4% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

The California School Dashboard has provided a new metric as of this year to assess school performance. The Equity Report identifies a number of student groups in Red/Orange (areas of concern) pertaining to Graduation Rates, Suspension Rates, and EL Progress. While suspension rates are considered "Green/Good" overall, there was a .06% decrease in suspensions.

One thing to note is that 2018 EL student graduation rates increased 30% and Students w/disabilities increased 11%. We are very proud of this work and attribute it to our dedicated teachers and intervention classes.

C. Involvement Process

Involvement Process:

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

All La Costa Canyon High School Site Council meetings this year have focused on areas of need at LCC and how to refine the SPSA, and eventually was approved at the last school site council meeting on May 21st, 2019 by a vote.

The SPSA and school goal in the plan was discussed with ELAC parents at a meeting on March 26, 2019.

**D. Summary of Progress Made on 2017-2018 Goals
La Costa Canyon High School**

School Goal 1

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

LCAP Priority Area:

LCAP State Priorities

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

Targeted Pupil Student Group(s):

English Learners; Students with Disabilities

A. Actual Measurable Outcomes:

CAASPP data:

ELA - Percent Standard Exceeded (SE) or Standard Met (SM)

(SWD) Students w/Disabilities

(EL) English Learners

2015: All Students - 61

SWD - 11

EL - 13

2016: All Students - 69

SWD - 23

EL - 0

2017: All students - 78

SWD - 24

EL - 12.5

2018 All students - 64.8

SWD - 17.7

EL - 6.7

CAASPP data:

Math: Percent Standard Exceeded (SE) or Standard Met (SM)

2015: All students - 54

B. Summary of Progress:

Overall, students are showing a pattern of benefiting from instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2018 CAASPP results for all students in ELA declined apx 13.2%. Math scores declined as well by 7%, but the numbers suggest that additional district funded sections may be necessary in 2019-2020 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved.

According to the most recent CAASPP data (2018), results for all students in ELA declined apx 13.2%. The reason to believe is the way the overall CAASPP test was administered last year could have played into the reason(s) of overall declines. There was a large emphasis on scheduling activities for all of the non-testing grade levels and less of a focus on the junior class testing and preparation with those students. We hope this year our testing schedule will allow for increases once again in ELA and Math by administering CAASPP tests to students in their normal classes, with normal teachers, on a normal bell schedule where students will feel more accountable during the testing period.

The previous the two years in ELA, LCC went from 61% of students reaching the "Standard Met"(SM) or "Standard Exceeded"(SE) bands to 78%. 17% improvement over the course of two years in unprecedented in the San Dieguito Union High School District. This accomplishment can be attributed to a number of different factors, but primarily the work of teachers to address literacy across the curriculum and ensure that the California Core Standards are being addressed in the classroom. While this growth should be commended, there is still significant room for improvement for the overall population and, particularly, our

SWD - 7
EL - 6
2016: All students - 56
SWD - 8
EL - 5
2017: All students - 56
SWD - 6.1
EL - 6.3
2018: All students - 49
SWD - 11.8
EL - 0

Did not achieve 5% target increase

D/F List (English & Math) Data Review: Q3 Reporting period Only

2017-2018 School Year:
299 of 1806 students:

2018-2019 School Year:
235 of 1873 students:

4% decrease overall

English Learner (EL) and Students with Disabilities (SWD) student groups. Students categorized as EL went from 0% SE and SM in 2016 to 12.5% in 2017 and back to 6.7% in 2018. While this is a welcomed improvement, there is a 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. Overall, math scores declined by 7%. The previous year 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.

As a result of Academic Survival courses that target students struggling in Math and English and Mav Mentor program, we have seen a 4% decrease in the number of students on the D/F list. This is great news.

C. Relevance:

While there is certainly continued need for growth, LCC has demonstrated a decline in math and English. We hope that the way the tests are administered and education of students and parents prior to testing will have a positive correlation to scores.

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

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

School Goal 2

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

LCAP Priority Area:

Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

2019 California Healthy Kids Survey data:
"...feel unsafe or very unsafe on campus": 7%
"...do not feel part of LCC" - 14%
"...do not do things that make a difference at school" - 26.5%

2017 California Healthy Kids Survey data:
"...feel unsafe or very unsafe on campus": 7%
"...do not feel part of LCC" - 20.5%
"...do not do things that make a difference at school" - 24.3%.

Attendance:
Chronic Absenteeism Rate 2016-17: 12.0%
Chronic Absenteeism Rate 2017-18: 12.1%

B. Summary of Progress:

The 2019 California Healthy Kids Survey data shows that 7% of students still feel unsafe or very unsafe at school. This did not change percentages.

We saw a great decrease in the number of students that do not feel part of LCC from 20.5% drop to 14%.

Lastly, we saw a change in the number of students that do not do things that make a difference at LCC drop from 24.3% to 26.5%.

This is certainly a national trend that correlates with high-profile examples of school violence that have taken place across the country. Due to the climate of fear and concern on campuses nationwide, including LCC, there is a renewed vigor to look at school safety practices and procedures.

With a focus on acceptance, mentoring, events and a welcoming Maverick Family, we are pleased to know that more and more students feel connected to LCC.

The most updated truancy rate available from CA Department of Education was from 2015-16, which is not an accurate depiction of LCC. The Chronic Absenteeism Rate (students absent more than 10% of classes) last year was 12%. As a result, there has been a renewed focus district-wide attendance letters and the SART/SARB process. The chronic absenteeism issue at LCC includes students with truanancies, and students with excused illnesses, and personal absences.

C. Relevance:

School safety has become a renewed concern this year, along with continued concerns about student attendance, and connectedness. We are pleased with the trends and results we see, however remain concerned about student's mental health.

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

1. A more targeted focus on attendance interventions has already begun. Friday Night and Saturday Schools are occurring more regularly as a deterrent for tardies and 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

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

Goal # 3: All district graduates will be college and career ready.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Early Assessment Program

ELA

MATH

2017-18

2017-18

All students

All students

College Ready - 43%

College

Ready - 26.5%

Conditionally Ready - 36.8%

Conditionally

ready - 31.2%

Not Ready - 8.5%

Not Ready -

19.7%

2016-17

2016-17

All students

All students

College Ready - 42%

College

Ready - 26%

Conditionally Ready - 37%

Conditionally

ready - 30%

Not Ready - 21%

Not Ready -

44%

2015-16

2015-16

All students

All Students

College Ready - 33%

College

Ready - 26%

Conditionally Ready - 36%

Conditionally

Ready - 30%

Not Ready - 31%

Not Ready -

B. Summary of Progress:

Based on 2018 Early Assessment Program (EAP) data for ELA, 43% of all students are considered college ready, while 0-1% of EL and SWD students are considered college ready. In Math, 26.5% 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% this needs to be updated and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

The large drop of students who are considered "not ready" for college in ELA is commendable. This can be attributed in part to more targeted tutoring of students struggling in English. In addition, Read 180 courses have provided foundations for students well below grade level. English Learners have benefited from small classes in ELD, and the case management periods of ELD teachers. All of this has resulted in tremendous improvements in ELA; however, all students need additional support in Math. One thing to note is that 2018 EL student graduation rates increased 30% and Students w/disabilities increased 11%. We are very proud of this work and attribute it to our dedicated teachers, counselors and intervention classes.

LCC has also done considerable work in defining Career and Technical Ed (CTE) pathways for students to take as Electives. Pathways that can lead to a certificate include: Business Management, Graphic Design, Education, engineering, film and video production and production and managerial arts.

Advanced Placement course enrollment data has been added this year. There was a significant drop two years ago in course enrollments. With the addition of the International Baccalaureate program in the 2018-19, tracking participation in AP and IB courses will serve as an additional metric of student college and career readiness.

44%

2014-15

All students

College Ready - 25%

Ready - 24%

Conditionally Ready - 36%

Ready - 30%

Not Ready - 39%

46%

All students

College

Conditionally

Not Ready -

Graduation Rates

2017-18 -All Students - 94.1%

2016-17 - All Students - 91.7%

2015-16 - All Students - 95.6%

2014-15 - All Students - 97%

Advanced Placement course enrollments:

2017-18: 1691

2016-17: 1691

2015-16: 1643

2014-15: 1910

IB Course Enrollments

2017-2018: IB Prep year

2018-2019 :1st Year, 88 Students

C. Relevance:

Goal has been met. A-G Readiness and ELA/math scores of 12th graders and graduation rate has risen.

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

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

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

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

E. Planned Improvements in Student Performance

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

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

School Goal 1
 Annual increase in student achievement in ELA and Math for all students.

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

Targeted Pupil Student Group(s):
 All students, with focus on English Learners and Students with Disabilities

A. Rationale:
 According to the most recent CAASPP data (2018), students are showing a pattern of benefiting from instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2018 CAASPP results for all students in ELA declined apx 13.2%. Math scores declined as well by 7%, but the numbers suggest that additional district funded sections may be necessary in 2019-2020 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved. According to the most recent CAASPP data (2018), results for all students in ELA declined apx 13.2%. The reason to believe is the way the overall CAASPP test was administered last year could have played into the reason(s) of overall declines. There was a large emphasis on scheduling activities for all of the non-testing grade levels and less of a focus on the junior class testing and preparation with those students. We hope this year our testing schedule will allow for increases once again in ELA and Math by administering CAASPP tests to students in their normal classes, with normal teachers, on a normal bell schedule where students will feel more accountable during the

B. Expected Measurable Outcomes:

- A 3% increase for all students in Standard Exceeded/Standard Met for both ELA and Math
- A 3% increase for SWD students in SE/SM for both ELA and Math
- A 3% increase for EL students in SE/SM for both ELA and Math
- 3% decrease in D/F for all students in ELA and Math

testing period.

6.7% of English Learners scored in SM or SE in ELA and 0% did so in Math. Students with Disabilities had 17.7% of students in SM or SE for ELA, and only 11.8% 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.

Comparing 3rd quarter progress report data over the past three years, the number of students receiving D/Fs in English and Math has not added up to a 5% decrease. Those numbers continue to stay consistent over the past three years when comparing the same grading period.

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

This goal aligns with "critical areas for follow-up" from the 2017 WASC self-study lists "Critical Learner Needs" #1 as, "Raise level of academic achievement of subgroup students (EL, SPED) including critical thinking and analysis skills."

D. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Targeted tutoring based upon student need - primarily math.	Mostly math department - some science and ELA	\$4,762.50 yearly - Site Tutoring	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August - June
2.	One section of EL Lead. This teacher functions as a "case manager" to support EL students. The teacher is a liaison between other teachers - particularly ELA and Math - and the EL students who often struggle with self-advocacy. The teacher works with other teachers to ensure supports are in place to help prepare these students to meet the criteria for reclassification. EL Lead also monitors students' academic and language acquisition progress.	Admin and Teachers	\$25,000 District Funded Section	D/F rates for EL population in Math and ELA	Year long
3.	Two sections Math 1/2 essentials, Math 1 Readiness, and Math Support 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	Admin Teachers	\$75,000 District Funded sections - LCAP	CAASPP Math data for EL students, as well as UC/CSU eligibility rates	August - June

4.	<p>Two sections of ELD support</p> <ol style="list-style-type: none"> 1. English Learners 2. Prioritized Instructional Goals: Support for all classes through SDAIE strategies and foundational language skills 3. Methods of Assessment: Grades in other academic courses, CAASPP data for EL students; increase in ELPAC/LAS proficiency levels 4. Exit Criteria: Reclassification 	Admin and Teachers	\$50,000 District Funded Sections - LCAP	CAASPP ELA data for EL students; EL/RFEP Monitoring, increases in reclassification rates and an increase in # of students in LAS links.	August - June
5.	<p>2 sections of Academic support to provided targeted reteaching and organizational support in math and English.</p> <ol style="list-style-type: none"> 1. Entry Criteria: Students w/2 or more D's and F's. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math, English and Organization skills. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade, no longer has D's and/or F's. 	Admin and Teachers (Math/English)	\$50,000 District Funded Sections - LCAP	D/F Rates	August-June

LCAP Goal:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

Increase the level of school connections and improved attendance schoolwide

LCAP Priority Area:

State Priority:

1-Basic Services

3-Parent Involvement

5-Pupil Engagement

6- School Climate

Targeted Pupil Student Group(s):

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

A. Rationale:

2019 CHKS results show that 14% of students do not feel like they are a part of LCC, and 26.5% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate (According to Education Code: A student, "who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant") for 2017-2018 was 68% and chronic absenteeism (absent 10% or more of school days) stands at 12.1% for the 2017-18 school year, the same as the year before. 51 suspensions were issued over the course of the 2017-18 and increase of 19 students.

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

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

D. Strategy:

Addition of PALS course to connect struggling students; formalizing of Friday Night and Saturday School, lunch and after school detentions; revision of school-wide assemblies/activities

B. Expected Measurable Outcomes:

Based on internal survey data, a 3% decrease in the number of students who do not feel like they are a part of LCC

Based on internal survey data, a 3% decrease in the number of students who feel as though they do not do things that make a difference at LCC.

A 5% decrease in the number of students suspended out of school

A 3% decrease in truancy rates

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

	topical speakers to address student wellness concerns, and opportunities for students to access information regarding ways to connect at school (Club fairs, demos). Partnership with outside agencies to provide specialized services to support socio-emotional wellness of students school wide.			assemblies; participation rates of clubs	
2.	Safety Committee, Wellness Committee	Admin	N/A	CA Healthy Kids Survey data results	August through June
3.	Provide Friday Night School, Lunch detentions, morning detentions for students with excessive tardies and trancies, conduct home visits and SART meetings in an attempt for a reduction in truancy rates.	Admin	N/A	Truancy rates	October through June
4.	PALS (Peer assisted Listener Students), Community Day event (2 times)	Admin, Teacher	N/A	CA Healthy Kids Survey data results	August-June
5.	Staff, student and parent presentations on student mental health, school safety and vaping.	Admin, Teacher, Carlsbad Police	N/A	CA Healthy Kids Survey data results, LCAP survey	August-June

LCAP Goal:

Goal # 3: All district graduates will be college and career ready.

School Goal 3

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

State Priority:

4-Pupil Achievement

5-Pupil Engagement

7-Course Access

8- Other Pupil Outcomes

Targeted Pupil Student Group(s):

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

A. Rationale:

According to Early Assessment Program (EAP) data, LCC went from 10% of students considered "not ready" for college in English in 2016-17 to 8% in 2017-18. In Math, the growth was less marked, increasing from 17% to 19.7% in 2017-18.

UC/CSU eligibility rates among graduating seniors remained similar to previous years - consistently at 65-70%, 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, however in 2018, there was an overall increase in our graduation percentage by 2.4% (94.1%). Also, historically graduation rates of EL and SWD are below expectations. However, in 2018 EL student graduation rates increased 30% and Students w/disabilities increased 11%. We are very proud of this work and attribute it to our dedicated teachers and intervention classes.

According to the CA Dashboard scores, overall 72.8% of LCC students were " Prepared in College and Career Ready" an increase of 7.1%. More specifically 12.8% of ELL students were "prepared" an increase of 7.7% and for SWD 27% were "prepared" and increase of 8.7%

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

B. Expected Measurable Outcomes:

3% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP

3% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP

3% 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

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

D. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Teacher release to supplement teacher PLC work (District Writing Benchmark, etc.) and professional development for teachers who will be offering IB courses in the 2018-19 school year.	Admin and teachers	\$18,750- Formative Achievement Funds	IB courses offered in 2019-20; implementation of common assessments across all disciplines	August through June
2.	Counselors lead grade-level presentations on A-G requirements to ensure student understanding, as well as evening activities to support parents - particularly targeting EL population to assist in 4-year planning	Counselors	N/A	UC/CSU eligibility rates; cohort graduation rates	August through June
3.	Two sections of AVID I. Entry Criteria: Average to high test scores; 2.0-3.5 GPA, college potential with support, desire and determination Prioritized Instructional Goals: College readiness Methods of Assessment: CAASPP/EAP/graduation data for AVID students Exit Criteria: Students remain in AVID throughout high school, with goal of 4-year college attendance	Admin and teachers	\$50,000 district funded section	CAASPP/EAP/graduation data for AVID students	August through June
4.	Math 1/2 Essentials, Math 1 Readiness, and Math Support Elective 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade - fulfilling graduation requirement for math	Admin and teachers	\$75,000 Non-Formula district funded section	Math D/F data for targeted students	August through June

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

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

D. Strategy:

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

F. School Site Council Membership La Costa Canyon High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debbie Pinter				X	
Courtnee Carmean				X	
Sarah Steele		X			
Silvia Wiedmann		X			
Shannon Kinney				X	
Olivia Stephens					X
Lauren Palmer					X
Sarah Williams					X
Melissa Hernandez-Cyr			X		X
Jeremy Meadows			X		X
Case Wagstaff					X
Lexxa Kight					X
Saralyn Miller				X	
Reno Medina	X				
Morgan Overman		X			
Katie Stapko		X			
Emily Steward		X		X	
Briann Hailey			X		
Numbers of members of each category	1	6	3	5	5







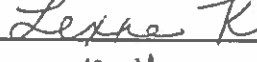
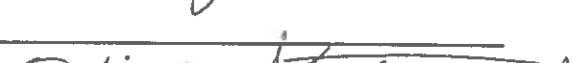


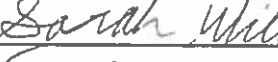

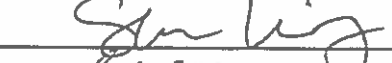
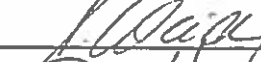
At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section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

**Form G. Budget 2019-2020
La Costa Canyon High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$18,750.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$4,762.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$275,000.00
Title I Funds XDoes Not Apply	\$0.00
Total	\$298,512

SCHOOL SITE COUNCIL SIGN IN SHEET

05/21/19
2:50 pm
LCC

Member Name	Signature
Case Wagstaff	
Cortne Carmean	
Debbie Pinter	
Emily Steward	
Jeremy Meadows	
Katie Stapko	
Lauren Palmer	
Lexxa Kight	
Melissa Hernandez-Cyr	
Morgan Overman	
Olivia Stephens	
Reno Medina	
Sarah Steele	
Sarah Williams	
Saralyn Miller	
Shannon Kinney	
Silvia Wiedmann	
BriAnn Hailey	
Leo Fletes	