MAKING GREAT THINGS POSSIBLE!

LAGUNA CREEK HIGH SCHOOL
SELF-STUDY REPORT

9050 Vicino Dr.

Elk Grove, CA 95758

Elk Grove Unified School District

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Accrediting Commission for Schools
Western Association of Schools and Colleges

Douglas Craig, Principal

Rose Penrose, Vice Principal

Eugene Christmas, Vice Principal

Justin Harman, Teacher in Charge

Nicki Hill, WASC Coordinator

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Superintendent

Christopher R. Hoffman

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Preface

To ensure the involvement and collaboration of all LCHS staff and other stakeholders to support student achievement, there were multiple opportunities built into the WASC process to develop teacher team leaders and include all staff members in the WASC process. There also were efforts to include parent/community groups as well as student groups in the WASC process as highlighted below.

Following the mid-cycle review, LCHS sent a team of educators to a series of Professional Learning Community (PLC) trainings sponsored by Solution Tree in 2015/16, which was funded by the Elk Grove Unified School District (EGUSD). The LCHS team consisted of two representatives from English and Math departments, one representative from Visual and Performing Arts, World Language, Science, and Social Science departments, the principal, and a vice principal. During the trainings, the team determined the LCHS community should examine what would make an ideal school and update the LCHS vision statement to reflect the community's vision of an ideal school. In the spring of 2016, staff, parents, community members, and students were asked to describe the elements of an ideal school. This information was then shared with all stakeholders. Through the process, it was determined the vision statement should incorporate the values of the International Baccalaureate Programme (IB) as well as Elk Grove Unified School District's (EGUSD) Graduate Profile and E4: Every Student, Every Classroom, Every Subject, Every Day within a culturally responsive environment. The revised vision statement clarifies what all students should know, understand, and be able to do through Schoolwide Learner Outcomes (SLO) and academic standards.

This information was shared during LCHS Leadership and full staff meetings as well as at school site council, Cardinal Café Chats, LCAP meetings, the volunteer recognition event, and booster meetings. A larger team of staff met during the summer to identify key elements identified by stakeholder and began the preliminary drafting of the vision statement, which was shared with full staff at the beginning of the 2016/17 school year.

Once the vision statement process was complete, LCHS leadership began the process of creating WASC SLOs by reviewing LCHS's Expected Student Learning Results (ESLR), EGUSD's philosophies, and the IB Programme philosophies. Staff reviewed and evaluated the former ESLRs, the IB Learner Profile, and EGUSD's Graduate Profile and E4s to identify common elements. Through the review process, it was determined that the IB Learner Profile categories encompassed all of the elements identified. Staff and other stakeholder groups voted to adopt the IB Learner Profile as the new WASC Student Learner Outcomes for LCHS.

In the 2016/17 school year, staff was asked to sign up for a WASC focus group. The WASC coordinator worked to ensure there was equal representation of each department and job alike for each focus group as well as identify focus group teacher leaders. During the in-service days of the 2017/18 school year, all LCHS staff came together in their assigned focus groups to begin drafting their responses to the focus group indicator prompts. Within each focus group, staff was assigned to a subgroup of two to four staff members. Each group was given a different prompt and asked to

respond via google doc. Each subgroup spent approximately 10-15 minutes responding to the assigned prompt. Then the subgroup moved to the next prompt and responded to it. This process was repeated several times. As a result, there were approximately three to seven small group, staff responses for each prompt. A second focus group meeting was held in early fall where subgroups were given another opportunity to respond to prompts. This ensured that a variety of staff members representing differing departments and job classifications were able to provide feedback giving the WASC team a broad perspective to each focus group prompt. This process also was repeated with the parent/community group, ASB students, and ad hoc student groups. These written responses were incorporated into the A-E focus group responses.

In 2017/18, the WASC focus group teacher leaders, the WASC coordinator, the principal and a vice principal attended two EGUSD-sponsored Decision-Making Model (DMM) trainings designed to help staff with facilitating WASC decision making. After the training, focus group leaders led LCHS staff through the Peaks and Valleys process to highlight LCHS achievements and low points. Using the DMM process, the WASC coordinator and team leaders facilitated a series of workshops that helped staff identify LCHS's critical areas of need, which included completing a causal analysis process based on a review of school, student, and achievement data. Staff examined the school program and its impact on student learning in relation to the Schoolwide Learner Outcomes, academic standards, and ACS WASC/CDE criteria and identified four critical areas of need, which included 1) maintaining growth in meeting a-g requirements, 2) examining the percentage of Ds and Fs and improving student outcomes, 3) continuing efforts to reduce suspension rates, and 4) improving connectedness among all stakeholders. Finally, all staff participated in brainstorming resources to develop an action plan to address the four critical areas of need as a means to create a long-range action plan to address the school's areas of need and develop the capacity to implement and monitor the accomplishment of the plan.

Self-Study Process Timeline:
- **PLC Training**   **Spring 2016**
- **Identified Elements of an Ideal School**   **Spring 2016**
- **Reviewed & Revised LCHS Vision Statement**   **Spring 2016 – Fall 2016**
- **Reviewed ESLRs**   **Fall 2016**
- **Adopted IB Learner Profile as SLOs**   **Spring 2017**
- **Focus Group Prompt Responses**   **Fall 2017**
- **DMM Training for Focus Group Leaders**   **Fall 2017**
- **Peaks and Valleys**   **Fall 2017**
- **Causal Analysis (Data)**   **Fall 2017**
- **Identified Four Critical Areas of Need**   **Fall 2017**
- **Brainstormed Resources Needed for Action Plan**   **Fall 2017**

Chapter I: Progress Report

Based on the 2012 Western Association of Schools and Colleges self-study process, the staff at Laguna Creek High School identified three overarching areas for improvement as specified in the school-wide Action Plan, with detailed subcategories that were based on seven major goals identified in 2006 which included:
1) Closing the achievement gap
2) Improving school culture
3) Increasing the use of data to make decisions

During the 2015 One Day Visiting Committee (VC) reviewed the mid-cycle report, observed classroom instruction, and met with stakeholder groups. The VC made numerous commendations in relationship to the school's goals, which are highlighted below. The VC also identified four areas that needed to be given priority for the school's ongoing improvement, which included:
1) Continue to evolve the Advocacy program.
2) Continue to increase the acquisition and use of instructional technology.
3) Continue to deepen teacher understanding of new standards and assessment expectations for students and inclusion of depth of knowledge levels.
4) Consider additional ways to increase rigor in college-prep courses, find ways for all students to take Theory of Knowledge classes, and add more Standard Level (SL) classes to IB offerings.

School-wide action plan item #1: Closing the Achievement Gap
Objective to be met: *Reduce academic and behavior disparities for all students with emphasis on African American, EL, and students with disabilities, focusing on academic achievement and a-g college-entrance requirements, discipline, and instruction/scheduling.*

At the mid-cycle review, Laguna Creek High School had made significant progress in closing the achievement gap and continued efforts to include the following:

Most recently, the collaboration process in PLCs has focused primarily on the implementation of new curriculum in several departments: English, math, science, and world language. This has included developing pacing guides, lesson plans, and common assessments. Additionally, all PLCs have expanded collaboration efforts to include the implementation of the International Baccalaureate (IB) Middle Years Programme (MYP) which integrates the IB Learner Profile attributes into instruction as well as the development of MYP unit plans and GRASPS. Beginning in 2016/17, administration worked to create common prep periods in the core subject areas for the science, English, math, and social science departments to create more time for team collaboration. Further to deepen teacher understanding of new curriculum and IB Programme, teachers are encouraged to attend professional development. Multiple staff members have attended multi-day IB/MYP trainings. Administration is working with the MYP and IB coordinators to schedule future trainings for those who have not attended. To date, the majority of staff members have attended professional development for MYP, DP, or both. There are a few staff members who are reluctant to attend the trainings because it is multi day or out of town.

The staff continues to focus on achievement data from sub-groups and work to improve outcomes for Hispanic, African American, EL, Special Education students, among other groups. All departments are looking at the

implementation of the Common Core Standards and MYP/IB Learner Profile as well as implementing GRASPS and analyzing assessment results. The English department is focusing on writing and best practices through pacing, instruction, and assessment as they implement the new curriculum, StudySync during 2017/18. Since the mid-cycle report, the English department participated in the district pilot and is working to incorporate the elements of MYP instructional practices and developing GRASPS assessments. Additionally, many of the English department staff are integrating technology into the classroom with the implementation of StudySync curriculum. Administration is continuing to work with reluctant staff to promote the full integration of the StudySync. Math class options continue to expand providing better support and intervention. The math department has nearly concluded the transition from traditional algebra classes to integrated math classes. This is the last year that Algebra II classes will be offered at LCHS. Under the new course sequencing for math, struggling students are now able to progress to the next level if they earn a "D" in a math class, as there are options for students to take a yearlong math class or an Applied Math II course. This shift in practice is designed to provide more intervention and support for students and is encouraged by EGUSD. In science, staff is systemically collaborating to develop lessons and assessments to support the implementation of the Next Generation of Science Standards (NGSS). The social science department is at the forefront of developing lesson plans that integrate technology along with student-centered interactive instruction to support the implementation of Common Core State Standards.

To continue addressing the disparities that perpetuate the achievement gap, the staff and administration expanded efforts through the Positive Behavior Intervention System (PBIS) program to include PBIS referrals to provide additional academic as well as social and emotional support. The counseling staff collaborates with the teachers and administration to focus on issues that impact student discipline and academic achievement. Several members of the counseling and administrative team have received extensive Restorative Justice (RJ) training. All counselors have undergone Substance Abuse Subtle Screening Inventory (SASSI) training and meet with students when a student is suspended for substance offense. As a result, the number of students receiving punitive discipline has been reduced. The number of suspensions and expulsions continues to decline as well as the underlying issues that led to adverse student behaviors are addressed through PBIS and/or RJ. To support the PBIS program, a new clerical position was created after the last site-study for the purpose of promoting positive culture and improving attendance. The district also hired a truant officer to provide support to the Laguna region to ensure students are attending school.

The counselors identify students that may need interventions as well as those who may be successful at challenging themselves by taking an IB Diploma (DP) class. To support these efforts, all counselors have received IB professional-development training. Counselors work with students to identify who needs interventions such as tutoring, credit recovery, and/or summer school. Counselors also work with staff to identify students who may need a variety of social/emotional support services.

Since the mid-cycle report, the CARE program that focused on at-risk 9th-grade students was discontinued after the Sacramento County Office of Education (SCOE) teacher resigned. It should be noted, however, the administrative team was reviewing CARE program data and planning to discontinue the program, as students were not making significant progress. To provide ongoing support to the identified at-risk 9th-grade students, administration identified a LCHS teacher who now teaches an AVID-style course to develop organizational skills and create motivation. The PBIS counselor works closely with the teacher to support the 9th-grade students. There are currently 15 students in the CARE class. After the first semester at LCHS, all students were passing at least one class while several were passing multiple classes.

Between the last site visit and the mid-cycle visit, the a-g course completion rates rose 12 percent, from 43 to 55 percent, and continued to increase to a high of 60.7 percent in 2014/15. However, data for 2015/16 indicate there was a decline of 5.9 percent of students who met a-g course completion. While the decline was consistent with the rest of the district, staff decided increasing a-g course completion rates should continue as an area of critical need. Counselors and teachers will continue to identify students, including minorities, who have potential to be successful in the a-g courses as well as honors, DP, and AP courses. A concerted effort to provide support to students taking higher- level courses will continue as well.

The expansion of academies also helped to close the achievement gap. Since the mid-cycle report, staff and administration continued to recruit students so each 9th- and 10th-grade academy begins the year with approximately 70 students. Generally, academy core classes are smaller, and there is increased collaboration across departments, which provides added support for students. Efforts also are underway to expand opportunities especially for the 11th- and 12th-grade academy students to engage with industry stakeholders by participating in a variety of internship opportunities. As a result, students who feel connected to a group are continuing in the academies.

The AVID teachers are articulating with the feeder schools to identify incoming freshmen who may benefit from the AVID program. The district has provided extra staffing to help expand the AVID program to where there are now two 9th- and 10th-grade AVID sections. The AVID coordinator and administrative team continue to recruit teachers to promote collaboration among the team.

For the past two years, LCHS has worked collaboratively with Harriett Eddy Middle School (HEMS) to expand the IB Programme to include the Middle Years Programme (MYP). This fall the schools underwent the joint MYP certification process in an effort to build capacity among middle school students who intend to pursue the IB Diploma Programme and individual IB courses. Teachers and counselors work closely to identify students to enroll in DP courses and/or become full IB Programme students. Moreover, this effort to become a full IB school has led to increased collaboration among department staff as well as increased articulation with the feeder middle school. This year, LCHS created the IB Certificate Programme to recognize students who complete eight DP classes over the course of their junior and senior years and complete the CAS project. The IB coordinator continues to work with staff to provide support for professional development, to purchase additional instructional materials, and to promote outreach to students and families.

To address the VC recommendation at the mid-cycle review, students who are not full IB may opt to take Theory of Knowledge (TOK), and staff continues to examine ways to provide this class to all students. More Standard Level (SL) math classes are now offered. Administration is working with the social science department to add an SL history course for 11th- and 12th-grade, and English will add a SL class after IB updates its literature courses. Staff believes the addition of SL classes will provide more options for students who are not challenged in CP classes but are not prepared for the rigors of a High Level (HL) class. This year, LCHS IB Programme will graduate its seventh full IB Programme Diploma class.

Since the mid-cycle report, parent engagement has continued to increase with the implementation of the Bring Your Parent to Lunch events, the implementation of the monthly Cardinal Café Chats, and an infusion of new parents participating in the Concerned African American Parent (CAAP) group, PTSO, IBPO, ELAC, and a variety of engaged boosters continue to look for ways to support closing the achievement gap through fund raising to offset

costs for exams, materials, and activities for various programs and providing support information for parents to ensure student success. Administration worked with the groups to combine and/or coordinate meetings so parents can participate in more events.

Between the last site visit and mid-cycle, the district received funding from the Office of Civil Rights (OCR) regarding the disproportionality of African American students in honors and AP/IB classes. Counselors continue efforts to identify and recruit students and encourage them to join an academy, AVID, band, etc., and take honors, AP or IBDP course(s). To support success, emphasis is placed on developing student/teacher relationships in the aforementioned courses and Advocacy class. LCHS staff continues to systematically remove barriers for qualifying to participate in the honors classes and other programs while also providing additional supports such as yearlong math classes and multiple levels of support such as tutoring and teacher/student conferencing when students want to drop a high-level course. With the implementation of MYP, there is greater connection between the high school and the feeder middle-school staff to identify students for the various programs and higher-level courses, AVID, MYP, and/or academies. Since the mid-cycle visit, regularly scheduled collaboration days are held for vertical and horizontal alignment between LCHS and HEMS staff.

The number of EL students continues to decline, dropping from nine percent in 2012 to seven percent in 2014/15 to six percent during 2016/17. However, it should be noted there is a growing number of refugee students enrolling in LCHS. Since the mid-cycle visit, the district designated an EL coach to the Laguna region. The coach works closely with the site EL coordinator and administration to identify needed resources. The team works to implement recommendations as they relate to course offerings, instructional methods and curriculum, and coordinated annual assessments. As a result, the number of redesignated English Learners continues to increase from 6.8 percent in 2011/12 to 19 percent in 2016/17.

Special Education staff continue to work collaboratively to create consistency for both academic and behavior expectations for special-education students. Strategies teachers have participated in the Behavior Intervention Program (BIP) professional development. In the past three years, two ILS classes designated as ID or autistic students have been placed on the LCHS campus. Since the mid-cycle visit, Language Live curriculum was adopted to provide reading support for students who are significantly below grade level. Each year, special education staff continue to refine RSP course offerings as well as processes for placing students appropriately, whether it is an ILS class, RSP, CP, and/or honors-level course. The implementation of the MSAT class (AVID style) has improved support for special-education students who are mostly taking mainstream classes. As a result of these efforts the percentage of special-education students earning D/Fs has decreased from 35.6 percent in 2011/12 to 9.4 percent in 2016/17.

School-wide action plan item #2: Improving School Culture

Objective to be met:
1)Improve communication among staff, parents, students, and community in order to better support student achievement.

The mid-cycle VC reported the school culture at Laguna Creek High School had improved tremendously since 2012, stating all stakeholders indicated that they appreciated the implementation of the Positive Behavior and Intervention Support (PBIS) program. The VC reported it is making a difference in attitude: People are on-time for staff at meetings, improved student attendance, and the development of a proud, positive school culture for staff and students. Teachers and administrators have made a concerted effort to make regular contact with parents providing

positive feedback as well as areas of concern. The teacher-in-charge who oversees PBIS continues to expand the PBIS team and its efforts. A team of administrators and counselors were trained in Restorative Justice (RJ) practices and a PBIS teacher-referral system was implemented to provide further support to Tier 2 and Tier 3 interventions.

The VC noted efforts to improve school communication to parents had dramatically improved from the last visit with approximately 90 percent of teachers using School Loop. Unfortunately, with the implementation of the new student information system, Synergy, communication to parents and students has been a challenge during 2017/18. However, site administration is working with parent groups to address communication challenges by providing weekly written communications via the parent newsletter, utilizing auto-dialer, and encouraging staff to utilize texting programs such as remind.com where parents and students can receive text messages from teachers.

The Concerned African American Parent (CAAP) continues to be an effective group that reaches out to African American families. The group reduced the number of meetings from monthly to quarterly with a focus on topics for developing student success. The site ELAC is beginning to expand as staff links student recognition events with its ELAC meetings. Additionally, the Bring Your Parent to Lunch events have made the campus more welcoming to parents, which is leading to increased parent involvement among people who traditionally are less involved.

The weekly Advocacy class continues to be refined to provide students the opportunity to connect with the same teacher throughout high school as recommended by the VC at the mid-cycle review. Various topics are discussed during weekly meetings to include preparing for college, career planning and general guidelines for student success in high school. As part of MYP, 10th-grade students will complete a project through the Advocacy class. Work on the MYP projects is at the beginning stages as the 2017/18 will mark the first year 10th-grade projects will be completed. Teacher workshops were created to support the implementation of the 10th-grade project. The teacher who designs the curriculum and shares with staff continually reviews and revises Advocacy lessons to ensure relevance. Advocacy also provides an opportunity for students to be connected with the same group of students for four years. Administration continues to work with teachers who are reluctant to follow the Advocacy lesson plans.

After funding for the ASSETs program was discontinued, the Extended Day Program became a key component designed to provide support to struggling students; however, the funding for the program was reduced this year after funds were dispersed equitably across the district to nine comprehensive high schools. The coordinator of the program is working to maintain peer-to-peer tutoring and to offer one credit recovery class during the spring. It should be noted that many teachers have expanded their tutoring hours to offset the cuts to the Extended Day Program.

Goal: Evaluate the current master schedule and compare to other options to determine what type of master schedule would improve student success.

At the time of the mid-cycle visit, Laguna Creek High School was transitioning from the block schedule to a new A/B block schedule, for the purpose of having yearlong contact with the students, as well as the potential to reduce the number of D and F grades. The VC noted that after three years of advocating for a master schedule change, the staff finally adopted the new A/B block schedule which began in 2015/16. Students also voiced their enthusiasm for the new schedule. Preliminary data indicate the new schedule is having a positive impact with regards to decreasing the D/F rates. On the surface many areas experienced a decrease in the number of D/Fs. While in some areas there

was an increase in the number of Ds and Fs. However, a close review of the data reveals the number of students retaking English and math courses decreased at the same time that the D/F rate has decreased. Moreover, enrollment of students taking higher-level science and social science classes increased while the D/F rate decreased. There seems to be an anomaly for the VAPA department during 2014/15 as the D/F rate decreased dramatically while the rates for 2012 and 2017 are more consistent. See table 1 below.

Table 1
Block Schedule Comparison
Rate of D/F Grades
2012, 2015, 2017

Combined D/F Data	2011/12 Total # of Students	2011/12 9 Week Block	2014/15 Total # of Students	2014/15 9 Week Block	Change 2011/12 to 2014/15	2016/17 Total # of Students	2016/17 Alternating A/B Block	Change 2014/15 to 2016/17
Art	1223	7.9 %	1199	4.5	-3.4%	1762	9.6 %	+5.1%
Business	858	14.9 %	822	15.8	+0.9%	781	8.0 %	-7.8%
English	5408	26.0 %	4460	25.5	-.05%	4029	23.4 %	-2.1%
Ind. Arts	551	8.6 %	468	13.7	+5.1%	684	22.0 %	+8.3%
Math	4211	33.5 %	3930	32.8	-0.7%	3683	24.0 %	-8.8%
Perf Arts	1808	6.9 %	2237	5.3	-1.6%	1821	6.2 %	+0.9%
PE	2849	11.4 %	3051	10.7	-0.7%	3088	10.7 %	0%
Science	3193	25.2 %	3771	22.7	-2.5%	3834	20.7 %	-2.0%
Social Science	3292	21.6 %	3782	17.9	-3.7%	4119	17.1 %	-0.8 %
Special Ed	579	35.6 %	457	18.1	-17.5%	536	9.4 %	-8.7 %
World Language	2166	20.6 %	2683	18.5	-2.1%	2764	19.3 %	+0.8 %

Table 2
Block Schedule Comparison
Rate of D/F Grades
Core Areas
2015 and 2017

Combined D/F Rate	English	Math	Social Science	Science
2014/15: 9 Week Block Schedule	25.5%	32.8%	17.9 %	22.7%
2016/17: A/B Alternating Block Schedule	23.4%	24 %	17.1 %	20.7%

D/F grade data from the final year (2014-15) under the Nine-Week Block Schedule compared to data from 2016-17 under the Alternating A/B Block Schedule demonstrates a reduction in Ds and Fs across all core areas. Staff voted during the 2017/18 school year opting to continue the alternating A/B Block Schedule rather than go back to the Nine-Week Block Schedule format.

Goal: Determine reasons behind staff resistance to buying into school-wide projects so that students receive more consistency in their academic and extra-curricular experience.

The VC reported at the mid-cycle that several factors contributed to the lack of buy-in for school-wide projects during 2011/12 and 2014/15. There were several administrative changes as well as budget cuts for special programs for several years. The VC reported the culture at LCHS was improved partially because of the improved budget picture, the anticipated addition of three FTEs with the new schedule as well as the teacher in-charge was re-energizing the PBIS program, which includes bi-monthly student recognition, "Cardinal Red" monthly teacher recognitions, as well as recognition for teachers and drawings at staff meetings. The VC noted the Professional Learning teams (PLCs) were established, and teachers voiced their support and success with PLCs. Moreover, the site and district continue to provide time and resources to promote department collaboration via PLCs.

Since the mid-cycle review, staff have worked tirelessly on developing and implementing MYP unit lesson plans, GRASPS assessments, and attending IB/MYP and DP professional development. Staff feels overtaxed with the amount of work associated with the MYP certification process and expressed concern regarding the communication of the aforementioned. This was caused by misinformation surrounding which courses would be a part of the MYP Programme. Initially only honors-level teachers were included in the MYP training, but it was later determined that MYP would be school wide, which required most staff to participate in each phase of the implementation and certification process. Administration worked to provide additional release time so department staff had time to collaborate, develop unit plans, and common assessments, GRASPS. Moreover, administration worked to provide common prep time for subject matter areas in the core areas of English, math, science, and social science during the 2017/18 school year. The IB and MYP coordinators have developed a professional-development calendar to ensure all staff are afforded the opportunity to attend trainings.

School-wide action plan item #3: Increasing the use of data to make decisions

Objective to be met:
1) *Increase the use of varied assessment data to determine the effectiveness of special programs (academies, EL, SPED, AVID, etc.)*

After the last site visit, LCHS leadership and staff made a concerted effort to monitor data with regards to the effectiveness of Academies, AVID, AP courses, and the IB Programme for LCHS students. Through the monitoring process, administration and team leaders used enrollment data, GPA trends, program-completion rates, and graduation rates to guide decisions with regards to program expansion and supports.

At the time of the mid-cycle review, the VC reported on the progress of PLCs increasing the use of data and the consideration of SLOs when evaluating data. The following progress continues:

The Math Department has gathered data on formative and summative assessments which are discussed at the PLC level. The team continues to participate in professional-development offerings from the district to support the implementation of CCSS, the transition to integrated math, and the implementation of IB unit plans. Since the mid-cycle visit, the Math Department has systematically transitioned from the algebra sequence of classes to an integrated math sequence. To accomplish this task, the math PLCs have worked collaboratively to develop pacing guides and assessments. Subject-matter teams continually review data to measure outcomes and adjust instruction.

Over the past two years, the department also has worked to develop and implement MYP unit plans and GRASPS for courses predominately taught at the 9th- and 10th-grade levels. The data from the GRASPS and other assessments are used to guide instruction and decision making around intervention courses such as yearlong math and Applied Math course offerings.

At the time of the mid-cycle, the English Department had developed common writing rubrics to evaluate student work and were collecting and analyzing formative and summative assessment data. During the 2016/17 school year, the department implemented an ELA Literacy course for students who were more than two years below grade level and piloted new curriculum in which StudySync was adopted by the district. During the 2017/18, the English Department began its work to fully implement StudySync at each grade level. Several teachers have fully transitioned to the new curriculum while some teachers are reluctant to use the new curriculum. Administration is working with all teachers to provide support for a full transition to the use of the StudySync curriculum. Because of the change to StudySync, the English PLC teams had to update all MYP unit plans and GRASPS this year. Teams are gathering data to make decisions to adjust pacing and instruction. Because of the numerous changes corresponding with the implementation of MYP, the English Department has not fully utilized the common prep time.

The Social Science Department has used data to create strategies to embed CCSS in reading and writing activities into daily instruction. Common rubrics are used to evaluate student work. The social science department has experienced tremendous change since the last WASC visit with several retirements and transfers, while at the same time doubling the number of IB sections. To provide support, administration and department chairs worked to recruit key staff members to teach IB and AP classes and build in common prep times to promote more opportunities for subject matter collaboration. The social science department staff also is developing MYP unit plans and GRASPS assessments. Department staff regularly utilize the common prep time to share data and adjust instruction and modify assessments to improve student learning based on assessment data.

The Science Department widely utilizes the common prep time to review data from assessments, labs, and writing assignments to guide instruction. In 2016/17, the science department chair worked with administration to ensure each subject matter area had a common prep to support collaboration. As a result, the PLC teams had the time necessary to implement the NGSS curriculum, develop MYP pacing guides and GRASPS, and develop student-centered lessons. Staff in the science department work closely to review data and adjust accordingly. Based on the feedback from the common prep time, administration worked with other core departments to develop common prep times.

The World Language Department analyzes data to ensure consistency of instruction within a specific language as well as all of the languages taught at LCHS. The world language department is at the forefront of developing MYP GRASPS, collecting data, and adjusting instruction accordingly. The World Language Department also has implemented new curriculum since the last visit.

The VAPA Department uses data to evaluate performance as it relates to individual disciplines. The VAPA Department also is working to implement MYP units, develop GRASPS, and use the data to adjust instruction.

The VC noted that all departments are collecting data to validate that students are meeting their SLOs which include

prepared scholars and self-directed learners in accordance to the IB Learner Profile. Since the last visit, nearly every department has implemented new curriculum, requiring PLC teams to work closely to develop pacing guides, new lessons, and assessments. The level of collaboration also was elevated to a higher level as staff worked to develop and implement the MYP unit plans and assessments in conjunction with the feeder middle school to prepare for the IB certification process. The amount of collaboration between the two schools and within the departments during this time period is unprecedented. Moreover, the collaborative work among academy, AVID, EL, and special-education staff equals the efforts made by department staff, especially since many staff members have overlapping interests and responsibilities.

Chapter II: Student/Community Profile and Supporting Data and Findings

A. General Background and History

1. Community

a. Brief description of the community served by the school

LCHS was the fourth high school to open in the Elk Grove as the community transformed from a historically rural farming region to a culturally diverse, suburban community of the greater Sacramento area. The Elk Grove Unified School District (EGUSD) is the fifth-largest school district in California located in southern Sacramento County. EGUSD covers 320 square miles and includes 67 schools: 42 elementary schools, nine middle schools, nine high schools, four alternative education schools, one charter school, a special education school, an adult school, and a (K-8) virtual academy. While EGUSD offers a multitude of educational programs, including over 40 career-themed academies and pathways within 14 industry sectors, LCHS is the only high school to offer the International Baccalaureate (IB) Programme in the district. EGUSD prepares students for college and career by supporting them with the means to be creative problem solvers; self-aware, self-reliant, and self-disciplined; technically literate; effective communicators and collaborators; and engaged in the community as individuals with integrity. LCHS integrates rigorous academics with career-based learning and real-world workplace experiences and works to ensure that Every Student is Learning, in Every Classroom, in Every Subject, Every Day, keeping with the district's goals as well as the IB Learner Profile.

b. Family and community trends

When Laguna Creek High School first opened, it experienced rapid growth swelling from 953 students in 1994 to 3,079 students in 2001 only to experience continual declining enrollment reaching its low of 1,641 students in 2012. The decline was largely a result of the Elk Grove Unified School District opening five more high schools to address the continuing expansion of the community. During this time period, there was a decline in staffing with several staff members transferring to the opening high schools, which made it difficult to maintain programs. The staff, however, made sacrifices to ensure that VAPA programs were not eliminated. There also were efforts to develop and expand academies in order to recruit and connect more students to programs at LCHS. The enrollment at LCHS subsequently shifted and began increasing as a result of changing district boundaries and the implementation of the IB Programme. At the time of the mid-cycle review in 2014/15, the enrollment at LCHS had increased to 1,810 students and has consistently ranged between 1,790 to 1,850 students since.

c. State/federal program mandates

Since the mid-cycle visit, the district designated an EL coach to the Laguna region. The coach works closely with the site EL coordinator and administrators to identify needed resources. Over the past three years, the team has implemented several recommendations as it relates to course offerings, instructional methods and curriculum, and professional development as well as updated how annual assessments are administered. To provide effective support for EL and RFEP students, LCHS offers an EL Level 1-3 and an EL Level 4-5 course to provide English instruction, which is critical as there is a rising number of refugee students. There are SDAIE English courses for each grade level, a World and US History SDAIE course, and SDAIE science alternates between Biology and General Science each year. The EL coordinator and coach also revamped how LCHS administered CELDT by having students' teachers administer the exams rather than pulling students and having them tested in large rooms with outside test proctors. As a result, the number of re-designated English Learners improved. In 2016/17, 19 percent of students were re-designated increasing from 6.8 percent in 2011/12. The number of EL students continues to decline dropping from nine percent in 2012 to seven percent at mid-cycle and to six percent during

2016/17. However, it should be noted there is a growing number of refugee students enrolling in LCHS.

Special education staff continue to work collaboratively to create consistency for both academic and behavior expectations for special education students at LCHS. Since the mid-cycle visit, strategies teachers have participated in the Behavior Intervention Program (BIP) professional development as well as attended a variety of professional development opportunities related to the implementation of new curriculum designed to support students taking RSP classes. This includes changing to integrated math so students taking RSP courses are exposed to the same curriculum as mainstream college preparatory (CP) classes, which enables student to transition into CP classes as their skills strengthen. Additionally, to support special education students with their math skills, students have the opportunity to take a series of classes that help them build foundational skills, Math Readiness Level I and Level II. EGUSD also adopted Language Live curriculum to provide reading support for students who are significantly below grade level. Currently, there are four sections of ELA literacy taught, which includes two RSP and two mainstream sections. Special education students are able to move from the lower level sections taught by RSP teachers to the higher-level sections that include struggling CP students. The special education department also offers an AVID style class (MSAT) for students who are mostly taking CP and honors courses. It also offers a leadership class for students who struggle with social connections. In the past three years, two ILS classes designated as ID or autistic students were placed on the LCHS campus. Students in these courses have the opportunity to take RSP and CP courses. During the 2017/18 school year, an engineering section was created as an elective for students in the ILS program. There are 24 students in this class which also includes eight MPTA students who serve as tutors/mentors. There also are three Adult Transition Program (ATP) classes on the LCHS campus.

d. Parent/community organizations
Like most high schools, LCHS struggles to maintain an active, broad representation of parents engaging in the parent/community organizations. At the time of the last visit, there was limited participation in the PTSO, yet there was strong participation in the Band Boosters and the Concerned African American Parent(CAAP) group. In an effort to improve participation among families, the administrative and leadership team made a concerted effort to improve parent/community communication through several outreach efforts that included teachers making positive student/parent contacts and expanding electronic communication to students and families via social media, remind.com, etc. Last year, the administration implemented monthly Cardinal Café Chats. However, the implementation of the Bring Your Parent to Lunch events generated the best response. The first event was held during the spring of 2014/15 with a few dozen parents joining their student for lunch. Now in its third full year, there are four lunch events annually, two held in the fall and two in the spring, and over 200 participants at both the first and second lunch. Also, many staff members invite their families to join in the festivities. Because of these lunches, families are becoming more engaged in the school, which is evidenced by the infusion of new parents participating in PTSO, CAAP, IBPTSO, and ELAC. There are new parents actively involved in the Band and Athletic Boosters. Parents and families are connecting to LCHS through support programs as they participate in parenting teen workshops and/or college readiness SUCCESS workshops that assist families with completing college and scholarship applications, etc.

e. Community foundation programs
Throughout the years, LCHS has applied for and received foundation funds to initiate academy programs and the IB Programme. Examples include funding from the James Irvine Foundation helps support GETA through Connected, which serves as a hub for innovative practice, policy and research to expand the number of educational pathways that prepare students for both college and career. LCHS received funding from the Buck Foundation to initiate and continue supporting the IB Programme.

LCHS's academies have developed an articulation agreement with California State University, Sacramento and Cosumnes River College, enabling students to earn college credits for high school CTE courses. In recent years, the academies have developed strong relationships with several local businesses providing students with opportunities for internships with Dignity Health, Lennar Homes, Sacramento Regional County Sanitation District (Regional San), Sacramento County Waste Management and Recycling, SMUD, Solar PV System Installation with Regional San; Hydro-Electric Power Plant Installation for The Happy Valley Dairy with SMUD; California State University of Sacramento, University of California, Davis, Villara Building Systems, Chesapeake Light Craft, Kavanah. These partnerships continue to expand providing more students with opportunities to learn industry related skills from trades people and from on the job experience.

2. Staff description
Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes. Provide data on the gender and ethnicity of the staff.

The teaching staff at LCHS during 2017/18 is 44 percent male (42) and 55 percent female (52). There are five full time counselors, one psychologist, and a speech therapist who splits her time with the middle school. There are three administrators including the principal and two vice principals along with a Teacher in Charge (TIC) who oversees the PBIS program and assists with routine discipline. There are 14 clerical staff members and six campus supervisors. There are 23 of para professionals which includes 12 supporting 9-12 special education students who take mainstream and RSP courses, three-supporting ILS program, two supporting ASD program, and six supporting three Adult Transition Program (ATP) classes. In 2011/12, the staffing rate was approximately 10 percent less. The diversity of the staff continues to be predominately homogenous in terms of ethnic designation, which is not reflective of the student body. However, the diversity of the staff has increased since the last visit. After several years with virtually no staff turnover because of the economic downturn, several departments started experiencing a change of staff as well as some growth beginning 2014/15.

3. ACS WASC accreditation history for school
LCHS Mission
The Mission of Laguna Creek High School is to develop inquiring, knowledgeable, and caring young people who attain academic excellence. Our students strive for responsible citizenship and help create a more peaceful world through life-long learning, productive employment, and intercultural understanding and respect in a global society.

LCHS Vision and Collective Commitments
Making Great Things Possible
All members of the Laguna Creek High School community uphold the mission, vision, values, and goals established by Elk Grove Unified School District, Laguna Creek High School, and the International Baccalaureate (IB) Programme, following the EGUSD Integrated Learning System (E4) to ensure every student, learning in every classroom, in every subject, every day to prepare college and career ready graduates:

High-Quality Classroom Instruction and Curriculum
LCHS staff commits itself to designing and developing comprehensive curriculum that supports instruction assessment to ensure all students master Common Core State Standards (CCSS) aligned learning objectives. In all activities, LCHS students are prepared to thrive in a global community.

- Staff teaches students how to analyze, collaborate, reflect, and think critically to support students in accessing academic content and in developing **social competencies**.
- Staff addresses the diverse learning needs of students by incorporating curriculum, instruction, and assessments that are innovative, intellectually challenging, high quality, and promote reflective practices.
- Staff will utilize **formative and summative assessments** to monitor student learning and track progress toward specified student learning outcomes, and engage in analyzing data that will inform instructional practices.
- Curricular teams will collaborate regularly to meet **educational goals** through the use of instructional data, standards-based and interdisciplinary learning, and innovative teaching techniques.
- Students actively engage in their **Approaches to Learning** and in the assessment of such learning. Feedback and self-reflection provide focus for learning and promote refinement and growth toward individual improvement.
- Students and staff integrate the IB philosophy within curricular and school activities. The values of an IB education center on learners, develop effective approaches to teaching and learning, work within global contexts, and explore significant content. The **IB Learner Profile** and Approaches to Learning promote responsible members of the global community, critical thinkers, and personal responsibility for learning.

LCHS establishes high expectations for all students. Staff will provide each individual with appropriate levels of support to meet or exceed expectations.

- Staff provides students with opportunities and resources that promote critical thinking skills that allow students to meet high expectations for learning in academic, emotional, and social contexts.
- Students are provided access and encouragement that allow them to explore and participate in various opportunities in curricular and extra-curricular programs.
- Staff provides students with necessary support and appropriate interventions by incorporating student-centered instruction and building positive teacher/student relationships to ensure achievement of course expectations.
- Administration supports professional development and collaborative opportunities for staff to update and improve their practice so that students meet or exceed course expectations.
- Staff exhibit **culturally-responsive** and student-centered instructional practices to create an environment that supports learning for all students.
- Staff supports institutional structures (i.e. master schedule, tutoring programs, library access, etc.) that promote equal access to curriculum and interventions so that students meet or exceed course expectations.

Assessment, Data Analysis, and Action
LCHS will promote collaboration through Professional Learning Communities (PLC). These communities encompass all teams that make decisions for the success of students. Within their PLC groups, LCHS staff will commit to continuous improvement and progress toward the success of all students.

- Staff works toward curriculum alignment with clear learning objectives and common assessments that promote decisions based on data.
- PLCs construct learning activities that are engaging, innovative, rigorous, and effective.
- Collective professional development opportunities allow for an enriched, collaborative environment, which leads to continual learning and growth.
- PLC team members share best practices in order to build innovative, standards-based unit plans that also reinforce the attributes of the **EGUSD Graduate** and **IB Learner Profiles**.

- PLC team members share curricular choices and instructional practices, develop common assessments, and analyze data to support continual professional growth and improved student learning.
- All adults commit to fully engaging in the PLC process by actively listening to each other, being respectful of others' ideas, and contributing positively to achieve the overall vision of LCHS.
- Staff works in cross-curricular teams to better serve and support all students in a well-rounded educational experience.

Wellness
LCHS staff will provide a secure, safe environment for all students to collaborate and learn. Staff will ensure all students' healthy lifestyles by fostering social and emotional competencies.

- Staff provides a safe place for students to learn, socialize, and demonstrate mutual respect.
- Staff supports healthy lifestyles by providing assessments and interventions to assist students with their physical and mental wellness.
- Staff provides multiple opportunities for students to work together to increase their personal growth and connection to the campus.
- Staff creates dynamic lessons that require student engagement and collaboration, which support relationships among peers, teachers, and staff.
- Staff will incorporate strategies to promote the Approaches to Learning to help students develop self-knowledge and skills needed to enjoy a lifetime of learning.
- All students will have an equitable opportunity to learn in a physically, emotionally, and culturally safe environment.

Parent, Family, and Community Partnerships
LCHS values strong collaborative relationships with parents, guardians, and community members to support and enhance learning opportunities.

- Students and staff provide collaboration and relevant support for programs within the extended community.
- School staff promotes opportunities for parents to interact with staff and provides parent outreach programs.
- Parents, staff, and business community members collaborate together for student success in all aspects of their education.
- Staff collaborates with post-secondary institutions, military branches, and technical career entities to promote success beyond high school.
- Administration and staff promotes community participation through volunteer efforts, service learning, and leadership opportunities.
- The school staff, business community, and other organizations collaborate to provide authentic learning experiences for students by reinforcing the relevance of academic and co-curricular programs.

Schoolwide Learner Outcomes

To support LCHS's purpose/goal, all stakeholders engaged in the Cycle of Learning process last spring, which led to the adoption of the IB Learner Profile as the school's vision and Schoolwide Learner Outcomes (SLO). The IB Learner Profile encompasses the values of LCHS, EGUSD, and WASC's SLO.

The aim of all IB Programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world. As IB Learners we strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyses and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Balanced: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Reflective: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Laguna Creek High School is currently undertaking its fourth full self-study. The school's initial accreditation upon opening in 1994 was for a period of six years. In 2000, LCHS completed a self-study and was awarded a six-year period of accreditation that included a one-day follow-up visit after three years. In 2006, LHCS again completed a full self-study and was awarded another six-year period of accreditation that also included a one-day follow-up visit after three years. Following the 2012 WASC visit, the Visiting Committee (VC) recommended a three-year accreditation; however, LCHS received a six-year accreditation with a one-day visit after appealing VC's findings.

Based on the 2012 self-study process, the staff at LCHS identified three overarching areas for improvement as specified in the school-wide Action Plan with specified subcategories. They include: 1) closing the achievement gap, 2) improving school culture, and 3) increasing the use of data to make decisions.

During the one-day visit in 2015, the VC commended LCHS for making good progress related to the aforementioned action plan. The VC also identified four areas that needed to be given priority for LCHS's ongoing improvement, which included:
1) Continue to evolve the advocacy program.
2) Continue to increase the acquisition and use of instructional technology.
3) Continue to deepen teacher understanding of new standards and assessment expectations for students and inclusion of depth of knowledge levels.
4) Consider additional ways to increase rigor in college prep courses, find ways for all students to take Theory of Knowledge classes and add more Standard Level (SL) classes to IB offerings.

c. Comment on any revisions or refinements
As previously noted, all LCHS stakeholders reviewed the former WASC ELSRs this past year to evaluate whether they should be revised during the transition to the WASC Schoolwide Learner Outcomes (SLO). Stakeholders were asked to consider the new LCHS Vision Statement alongside the former ESLRs, EGUSD's E4 and Graduate Profile, and the IB Programme's philosophy and IB Learner Profile. Through the process of comparing the documents, all stakeholder groups agreed the IB Learner Profile encompassed all the elements highlighted in each of the aforementioned document and the elements of the IB Learner Profile should be adopted as LCHS's SLOs.

2017-18 Expected Annual Measurable Outcomes (EAMOs)
As LCHS embarked on the implementation and annual revision of the LCAP, the School Site Council reviewed and LCHS's Expected Annual Measurable Outcomes (EAMOs), and the Schoolwide Learner Outcomes to develop the school's strategic goals.

4. EGUSD LCAP identified needs and description of goals that apply to the school
- **Strategic Goal 1:** All students will have access to standards aligned curriculum and receive high quality classroom instruction to promote college, career, and life readiness and eliminate the achievement gap.
- **Strategic Goal 2:** All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.
- **Strategic Goal 3:** All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
- **Strategic Goal 4:** All students will benefit from programs and services designed to inform and involve family and community partners.

a. Parents and community input

LCHS developed a timeline to ensure that stakeholders are engaged in a timely, efficient manner in the development of the LCAP. Throughout the past three school years, LCHS encouraged stakeholder participation and staff worked to support a deeper understanding of the LCAP. This is done through monthly leadership and staff meetings, School Site Council meetings, Parent Teacher Student Organization (PTSO) meetings, Concerned African American Parent (CAAP) meetings, and English Language Advisory Committee (ELAC) meetings. At these meetings, stakeholders have the opportunity to engage in a dialogue to deepen their knowledge base, build collaboration, and gather input regarding LCAP. The ongoing inclusion of all stakeholders allows all parties to provide meaningful input that is integrated into the LCAP. This process enables the administrative team to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

b. Identified needs and goals from district LCAP that apply to LCHS

The School Site Council (SSC), the ELAC members, and LCHS staff reviewed data and brainstormed to identify the needs and actions necessary to support EGUSD's LCAP. The feedback was synthesized to include the following goals in the LCAP over the three-year cycle based on the EGUSD's goals:

1. Increase the percentage of students taking at least one honors/IB/AP class.
2. Increase the percentage of EL, FEP, and EO students making yearly progress towards learning ELA by providing needed remediation.
3. Increase the percentage of students that are academically proficient.
4. Increase the percentage of students who are college and career eligible.
5. Increase the percentage of students connected to school.
6. Decrease the referral and suspension rates of students.
7. Increase opportunities for parents to interact with school and staff.
8. Increase the percentage of parents using School Loop/Synergy.

c. Metric that will measure progress toward obtaining the identified need

EGUSD Metric 1: Students need high quality classroom instruction & curriculum as measured by: Course Rosters, Transcripts, Ethnic Distribution, Copies of registration, College Tutors, CDELT, AMAO 1,2,3, Edge internal assessments, Edge and SDAIE Enrollment, ELA Grades for EL and low-performing EO speakers.

EGUSD Metric 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: SBAC (2016), Site Developed Assessments, A-G completion rates, CTE Skill Certification, EAP passage rates, ASVAB, College Going Rate

EGUSD Metric 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: Student, staff and parent surveys; Club/Activities/Sports Rosters; AVID and Academy enrollments; ASB Card Sales; participation in school dances and other events; Suspension Data; Referral Data; Conflict Management Data; Cardinal RED data.

EGUSD Metric 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: Participation survey (parents, families, community service organizations, businesses and educational institutions); Attendance percentage or rates via event sign in sheets; CAAP Parent Tutors.

d. List the description of goals taken from the district LCAP

EGUSD Goal 1: ALL students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

EGUSD Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

EGUSD Goal 3: All students will have an equal opportunity to learn in a culturally responsive, physically and

emotionally safe environment.

EGUSD Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.

B. School Program Data
1. Briefly describe the regular program of study that all students experience

The 2017/18 school year marks Laguna Creek High School's 24th anniversary, and staff continue to make great things possible for all students. During the past two decades, LCHS experienced many changes while implementing and maintaining three California Partnership Academies: The Manufacturing, Production, Technology Academy (MPTA), the Sports Careers Academy (SCA), and the Green Energy Technology Academy (GETA). LCHS also offers the AVID program and the International Baccalaureate (IB) Programme in addition to a variety of extracurricular programs for all students.

LCHS staff begins building connections with incoming freshmen during the spring of their 8th grade year. Prospective students are encouraged to attend the 9th grade open house where each department and program is available to answer student and parent questions regarding a host of programs that include: LCHS's three California Partnership Academies: Manufacturing Production Technology Academy (MPTA), Sports Career Academy (SCA), and Green Energy Technology Academy (GETA); the AVID program; a variety of Visual and Performing Arts programs such as band, theatre, and dance; and the International Baccalaureate (IB) Programme. In 2014/15, LCHS began to expand the IB Programme to include the Middle Years Programme (MYP) for grades 9 and 10 when staff partnered with LCHS's feeder, Harriett Eddy Middle School, to offer MYP classes to all 9th and 10th grade students whether they are enrolled in CP or honors classes. All students have access to A-G coursework, a variety of electives from courses like fashion and ceramics to engineering and woodshop courses. Students can opt to pursue a full IB diploma, an academy certificate program, or just take a single IB class in an area of interest.

Freshmen Programs

Before the beginning of each school year, incoming freshmen students are invited to attend an all-day orientation sponsored by LINK crew. All attendees are paired with a junior or senior mentor who guides them through the day's activities and is available throughout the year. Incoming freshmen also have the opportunity to take summer school courses in specified areas. LCHS continues to modify the additional support provided to incoming freshmen to enhance academic success based on data. Students who need additional support are able to take a year-long Math I class that meets daily; the course incorporates intervention with an adaptive online curriculum that teaches the basic arithmetic skills first semester and Math I curriculum second semester. There also is an English Language Literacy class for students who are more than two years below grade level; this course utilizes the Language Live program where part of the course requires students to work on-line focusing on areas of deficit. Students who wish to accelerate have the option to take Math II/III Honors course which also meets daily; Math II first semester and Math III second semester; and any of the honors level courses in other subject areas. Course placement is based on data, student request, and teacher recommendations.

In 2013/14, LCHS started working collaboratively with the Sacramento County Office of Education (SCOE) to identify 9th grade students who have not experienced academic success and place them in the Community Action for Responsive Education (CARE) program. The CARE program was designed by SCOE to provide focused intervention for up to 22 freshmen students. The results of the CARE program were not as effective as anticipated so when the CARE teacher resigned days before the 2017/18 school year began, the program was disbanded. However, in an effort to provide continued support to the identified students, LCHS created an AVID style course for these students. The teacher, working closely with the PBIS counselor, provides support

with organizational skills, study skills, and social and emotional guidance. There are currently 15 students in the class, and first semester students earned an average GPA of 1.3 with the lowest GPA of .37 and the highest at 2.14. While the GPA continues to be low, students were beginning to pass classes. The students identified for the program typically failed nearly all classes in the 8th grade and have a variety of discipline issues.

Advocacy Program

Late start Monday and the advocacy period continues to be a mainstay for building an ongoing connection between students and teachers. The advocacy class is held each Monday for 33 minutes. Students are assigned to a grade level advocacy class that remains together during their high school career. The advocacy teacher provides academic, social, and postsecondary guidance and support, which are linked to the IB Learner Profile, LCHS's SLO. Every Monday classes start 60 minutes later than usual to ensure that staff has time for regular collaboration, which includes approximately three Professional Learning Communities (PLC) meetings per month with department and academy meetings once every term. PLCs are used to support collaborative planning that includes developing IB unit plans that include pacing guides, common rubrics and assessments as well as time to review data to guide instruction. Beginning this year, 2017/18, 10th grade students will identify and complete an MYP project, which can be based on community service, an academy project, an area of interest, etc. The 10th grade advocacy teachers help facilitate the completion of the projects. Students who complete the 10th grade MYP project will earn a colored cord upon graduation.

Positive Behavior Intervention Systems – PBIS Program

LCHS is at the second tier of implementing its Positive Behavior Supports and Interventions (PBIS) program. PBIS is a system that promotes and encourages positive behavior through common expectations and vocabulary. The goal of the program is to reduce disruptive behaviors and create an environment conducive for academic achievement and excellence. To support the implementation of PBIS, LCHS established three universal rules, known as Cardinal RED (Respectful, Engaged and Dedicated). Students and staff are expected to follow in every setting on campus. LCHS staff adopted a RED card system where students who are seen by teachers, staff, and administrators displaying Cardinal RED behavior are given a RED card which is entered into a drawing for a prize. Additionally, teachers, staff, and administrators identify one or two students every other month to recognize students who are striving for Cardinal RED excellence; these students are able to redeem their coupon for a treat during the designated lunch. Often there is a 100 percent staff participation rate. Another feature of PBIS is to promote positive contact with families. Prior to implementation of PBIS in 2011/12, positive contacts were extremely low; there were six positive contacts for the entire school year. Prior to implementation of PBIS in 2011/12, positive contacts were extremely low; there were six positive contacts for the entire school year. After the introduction of PBIS in 2012/13, there was tremendous growth in positive contacts, reaching nearly 1,000 over the past two years. PBIS staff also introduced the Bring Your Parent to Lunch days three years ago. This event continues to expand with over 200 parents joining their students for lunch, creating a positive connection between families and LCHS. Many staff members join in the event as well having their parents join them for lunch on the lawn.

PBIS also focuses on attendance improvement, which was made possible in 2013/14 with the creation of a new clerical position, the PBIS Program Assistant, to support the PBIS Coordinator/Teacher in Charge (TIC) who is responsible for improving attendance through the reduction of absences and tardies. The program assistant supports the TIC by contacting families that experience attendance issues such as excessive tardies and absences in an effort to identify obstacles and help families get their students to school. The district also hired a Laguna regional attendance officer to provide formal support through the SARB process. Other efforts included continuing the refinement of the tardy sweep program and participation in the EGUSD attendance campaign. Front office staff also systematically contacts teachers to ensure attendance is being taken and recorded in a timely manner each day.

A PBIS teacher referral system was implemented in 2016/17 to provide further support to students. This system helps identify students who need academic and/or social emotional support. The purpose of this referral system helps to reduce the number of students requiring Tier 2 and 3 interventions. Through the PBIS referral system, students may receive individual counseling services, participate in peer groups, be teamed with tutoring and academic supports, etc.

In 2015/16, the PBIS counselor organized and facilitated a parent workshop – Active Parenting of Teens. This is a six-week workshop series to help parents with strategies of communicating and setting boundaries with the teens. With positive results, the counselor teamed with district resources last year offering two six-week workshop series that were well attended by parents, district staff members, and community members.

2. Preparing students for college and careers is a major goal of education in California
LCHS staff works to prepare students for college and careers by offering students a variety of options beyond traditional A-G college preparatory and honors classes. Options afforded to students include: The Manufacturing, Production, Technology Academy (MPTA), the Sports Careers Academy (SCA), and the Green Energy Technology Academy (GETA), Fashion Design Pathway, the AVID program, and the International Baccalaureate (IB) Programme, and a variety of special education classes, etc.

Each academy annually completes the Elk Grove Unified School District Career Academy Certification Process, which is then shared with the California Department of Education. Academy team leaders evaluate the performance of the academy using ten key criteria to determine whether the performance level is foundational, emerging, operational, or full developed. This process provides academy teams with the opportunity to reflect on the quality of the program, instructional practices, and student assessments are meeting the cycle of improvement. Through this process, academies set the criterial to examine, provide evidence, rate their performance, and develop action steps for improvement. This process is completed each year as a means to improve programs for students, to maintain current funding levels, and, in many cases, compete for additional grant funds.

MPTA Academy

MPTA is organized around the major industry sectors of manufacturing and engineering. MPTA continues to expand its enrollment surpassing recruitment goals by collecting more applications for the freshman class than the academy is able to accommodate. Keeping with its goal to support at-risk students, all at-risk applicants are admitted to the academy. To better support at-risk students, MPTA teachers are working to bridge the curriculum in the Engineering and Design and Implementation classes to the core curriculum in classes like MPTA Biology and Math so students are able to experience how the core curriculum is applied and related to industry. Moreover, the curriculum in each of these areas focuses on improving common core articulation and exposing students to a greater level of technology and applicable job skills such as 3D printing, CNC machining, computer-based data analysis which leads to greater student buy-in. Since the last review, MPTA has expanded its outreach to industry resulting in collaborative industry workshops and internships for students. Media releases of these internships and their ongoing Problem-Based Case Learning with Villara Building Systems can be seen here:

Villara PBCL: https://www.youtube.com/watch?v=ZDiYwcxb3kE

Lennar Internships

In print: http://theopendoor.lennar.com/california-sacramento/lennar-kicks-off-summer-building-trades-

internship-program-local-students

2016 Internship video: https://www.youtube.com/watch?v=NivybCug2Ak

Tiny House coverage:

Last year, students built two tiny homes in collaboration with GETA that were donated to area churches to house homeless veterans. This was highlighted on Good Morning Sacramento and in several online and print media sources which can be viewed at: Villara PBCL Video:

In print: http://elkgrovetribune.com/laguna-creek-high-school-students-build-donate-tiny-house-homeless-veteran/

http://www.sacbee.com/news/business/real-estate-news/article164861842.html

On TV: http://gooddaysacramento.cbslocal.com/video/3707543-tiny-home-for-vet/

Online: http://blogs.egusd.net/pressroom/2017/07/28/school-event-81-students-unveil-first-constructed-tiny-house-for-homeless-veteran/

Students in MPTA have the opportunity to enroll concurrently with California State University, Sacramento to earn up to nine semester units for articulated courses within their engineering department.   MPTA students also earn three safety certificates from industry-recognized trainings culminating with their OSHA10 certification during their Senior year. Currently, 170 students are enrolled in the program and an average of 54 percent of MPTA students met A-G college entrance last year. This percentage is lower than it has been in the past. The MPTA team believes that this is due to a realignment of our pathway course titles to align with the CDE's Manufacturing and Product Development. Some A-G aligned courses may have been affected in the shuffle. The team is currently working to rectify the issue, and is considering a MPTA leadership class where upper class MPTA students provide mentoring and tutoring for 9th and 10th grade MPTA students.

SCA Academy
The Sports Careers Academy offers a unique opportunity to explore a wide-range of career options in the growing fields of physical therapy, fitness training, and athletic training. Students have hands-on experience treating sports injuries and working with technology usually reserved for college students. Students also learn how to take care of their own health and wellness. Students graduate from the academy with:
- Personal trainer certification
- CPR/First Aid certification
- Sports performance assessment training
- Knowledge about the care and prevention of athletic injuries
- Hands-on training with athletic trainers and physical therapists

Each year SCA admits approximately 70 freshmen students to the program. The highlight of the SCA program is the expansion of the college level exercise physiology laboratory and supporting curriculum used to give students hands on experience working in the sports careers. SCA students have the opportunity to complete an internship with Dignity Health. The students in the SCA academy were featured on Good Day Sacramento when SCA students applied the skills they learned in the SCA courses to help a fellow athlete in need of emergency medical attention.

On TV: http://cbsloc.al/2qKe5Z1

GETA Academy

Students in the Green Energy Technology Academy (GETA) study the technology of renewable energy. GETA students explore the concepts of energy extraction, conversion and transmission processes through complex, hands-on, project-based work. Depending on their post-secondary plans, students who graduate from the GETA are prepared to enter two or four-year institutions of study, enter a technical training program, or go directly to work in the Energy Sector. GETA continues to expand its recruitment and enrollment is nearing 70 new students per year. GETA academy students have won multiple awards and continue to set the bar as three-time Sacramento Municipal Utility District (SMUD) Northern CA Solar Regatta champions, and competed in the Solar 1 World Cup Championships in Monaco. GETA students built and shipped 127 Solar Suitcases to 25 different developing and/or Third World Nations as of December 2017; were selected to Toyota's 2017/18 Hydrogen Horizon Hydrogen Fuel Cell RC 4-hour Endurance Race; and hosted a media event for the role out of SB 11 with Tom Torlakson, Darryl Steinberg, and Robert Weisenmiller.

GETA also has expanded its connections by creating an Articulation Agreement with Cosumnes River College for its ADT 310, 3-unit, CAD class. GETA actively organizes internships with Lennar Homes, Regional San, and SMUD. GETA students have the opportunity to participate in Problem-Based Case Learning (PBCL), Solar PV System Installation with Regional San, Hydro-Electric Power Plant Installation for The Happy Valley Dairy with SMUD. For the past two-years, students collaborated with MPTA students building two Tiny Home's for homeless Veterans. Seniors who complete the GETA program leave with OSHA 10 certification and participate in MOCK interviews with one of our partners before they graduate. During the 2017/18 school year, GETA freshmen will compete in SMUD's 2018 Solar Racer competition. GETA staff submitted a Prop 51 Grant Proposal for a New Facility and looks forward to hearing in the near future the status of the application.

AVID Program

The AVID team continues to focus on expansion and increasing the number of students meeting A-G requirements. There are now two AVID classes at both the 9th and 10th grade level, because the district provided extra staffing support. AVID students' overall GPAs continue to improve as AVID teachers work with students and parents to ensure they are meeting academic requirements while also encouraging students to take at least one IB or AP class during their high school experience. To provide opportunities for collaboration AVID staff quarterly meetings and provided summer in-service professional development. Site administration typically teaches a lesson to the AVID classes each year to provide AVID teachers with an additional 90-minute period of meeting time. The AVID coordinator works to identify staff to teach AVID sections and works to support the program. This past year, some AVID teachers opted to loop with their students while others the program taught the same grade level. Over the past few years, the AVID team has seen a discrepancy in enrollment of male students, particularly African Americans and Hispanics. The AVID team is examining recruitment efforts to increase enrollment geared towards these students so accurately reflect the school numbers as well as how to provide supports to ensure success once students join the AVID program.

IB Programme

The aim of the International Baccalaureate (IB) Programme is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. LCHS graduated its first IB diploma students in 2013. In the first graduating class 60 percent of the full diploma students received the IB diploma while 83 percent of the students passed their exams with a 4 or higher. In 2016/17, 85 percent of the full diploma students earned the IB diploma and 83 percent passed their exams. LCHS continues to experience positive successes in its first five years.

Teachers continue to undergo a tremendous amount of training and prepare extensively for the courses to successfully execute IB curricula. Students, in turn, have earned scores better than expected. Teachers continue to examine student work and compare it to outcomes from the IB Programme to adjust teaching and curricula where needed. Additionally, the implementation of the IB Programme has driven some more significant changes to curriculum and instruction.

IB courses are offered to all college prep students not just IB students. All students have the option to enroll in the rigorous courses and are encouraged to do so. Participation in the courses require students to communicate in a variety of settings, using receptive and interactive skills, producing extensive written communicative texts, and/or creating a musical or artistic piece in conjunction with a formal written assignment in which the students interpret authentic sources. Because any student may take an IB course, departments are scaffolding each of the aforementioned tasks into the lower level courses that are offered throughout the department in an effort to prepare students who may wish to challenge themselves.

In recent years the number of IB Standard Level (SL) and High Level (HL) courses continue to grow. In 2013/14 there were 43 IB sections offered and in 2017/18 there were 50 IB sections offered. The English and social science staff are at the initial stages of developing SL classes so students who wish to challenge themselves have an option to take SL rather than the HL level. All students have the option to take the IB Theory of Knowledge class, but it is mostly full diploma students who take the course.

MYP
The IB Middle Years Programme (MYP) is for students aged 11-16, encompassing grade 9 and 10 at LCHS and grades 7 and 8 at the partnering feeder middle school, HEMS. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP). Over the past two years, the staff worked to develop MYP unit plans in each of the subject groups to ensure a broad and balanced education for early adolescents. All 9th and 10th grade students are MYP students. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation; and implementation of the MYP is a whole-school endeavor.

 a. Types of instruction and extended learning opportunities
In 2013/14, the School Site Council authorized a plan to develop and operate an Extended Day Program aimed at providing student support after school. The plan included funding for a library technician position to keep the library open daily from 3:00 to 5:00 p.m. as well as fund a teacher to operate an APEX on-line credit recovery class each term. This was crucial as the ASSETs, after school program, which was focal point of the last WASC report supporting school culture was discontinued 2012/13 after the grant expired and was not funded again. Each year the School Site Council and LCAP committee work to continue the program even as funding levels decrease. This included keeping the library open daily after school, funding a teacher for credit recovery APEX courses, creating an after-school foster youth tutoring program, providing tutoring in other core areas such as math, social science, science, world language, as well as English and math credit recovery classes. Over the course of the past two years, the program was modified by placing after school library extended hours funding directly into LCAP and created paid student peer-to-peer tutoring program to provide academic support to struggling students after school. As funding for the Extended Day Program decreased this year, two key areas were maintained: peer-to-peer tutoring and a credit recovery section of English second semester.

The peer-to-peer program currently has three junior and three senior tutors, most of whom are IB Diploma Programme students. Each tutor works with another peer tutor, one hour, after school, each week for a total three hours per week, and two certificated math teachers assisting students.

b. Curriculum offered both onsite and outsourced

Math Department SMART goals focus on aligning current curriculum and assessment resources with CCSS math. In the past three years, the math department has worked to transition from the algebra courses to the integrated math sequence while also developing MYP unit plans. Each PLC reviews CAASPP and other relevant summative data to derive future common formative and summative assessments. The Math I PLC changed the scope and sequence of the course to reflect the focus, coherence, and rigor of common core standards in attempts to close the achievement gap. To support this effort, the Math I PLC removed content no longer required in CCSS and replaced these content areas with new content requirements from CCSS. With the shift from CSTs to CAASPP, all PLCs in the math department collaborate on formative and summative assessments to monitor student progress and to change instruction as needed. The Math Department also is developing and modifying GRASPS linked to IB protocols, which is valuable as it highlights students' thought process and analytical skills related to solving equations in a real-life global context.

In recent years, the English Department's SMART goals continued to focus on writing; however, in 2016/17, the English Department piloted new curriculum and worked primarily on creating MYP unit plans based on thematic units. During 2017/18, the English Department is working to implement the district's new English curriculum, StudySync. Prior to the beginning of the school year, all department staff underwent professional development, and administration is working to ensure all department members are utilizing the new curriculum and the on-line curriculum and instructional options available to support interactive student instruction. Ten of the 14 teachers are actively utilizing all elements of the curriculum to support student learning. Four teachers, however, are reluctantly using parts of the text; administration will continue to work with these department members. Because of the change in the curriculum, 9th and 10th grade teachers are reworking the MYP unit plans this year so the unit plans reflect the elements of the new curriculum. The staff also continue to develop and implement authentic IB assessments using the Goal, Role, Audience, Situation, Product, Standard (GRASPS) model and compare data to improve instruction. Again the same four teachers are reluctant to utilize the same MYP unit plans and assessment tools, which negatively impacts the PLC work and department morale. In 2016/17, the department began offering two sections of ELA Literacy to support students who are two or more grade levels below. Two teachers are trained in the Language Live curriculum where students receive both direct instruction and work independently with an online intervention program. EDGE curriculum is used to support English Language Learners; there are two courses focusing on English Language acquisition and four SDAIE classes along with English 3D, College and Career writing to help support higher level and re-designated EL students in reading nonfiction and writing in response to readings. Also offered are CP English classes grades 9, 10, 11, and 12; Honors English 9 and 10; and IB English HL grades 11 and 12.

Starting in the 2017/18 school year, the Social Science Department was divided into PLC teams in every subject area to use weekly common planning time to collaborate on developing common pacing, assessments, and learning activities. The Social Science Department staff meet regularly to review data and adjust instruction accordingly. For example, in US History, the PLC collaborates in order to create common CCSS imbedded reading and writing activities for every unit in US History. For the last three years, all team members, from 9th through 12th grades, utilize common CCSS based rubrics for reading and writing assessments, along with common skills that include OPVL, Message Conveyed, and Main Ideas; team members also norm and score at least twice throughout the school year within the PLCs. The team also evaluates all common assessments within PLCs and evaluates students'

writing. These past two years, department staff worked to develop MYP unit plans and corresponding GRASPS for 9th grade World Geography and 10th grade World History. Year 4 (World Geography) and Year 5 (World History) aim to develop internationally minded people who exhibit characteristics identified within the International Baccalaureate (IB) learner profile. *As IB learners, we strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.* These IB learner profile traits are fostered in World Geography and World History primarily through inquiry-based learning where students play an active role studying history in the global context. Inquiry-based learning through the study of geography and history develop curiosity and promotes critical and creative thinking, important skills for students to be successful in high school and beyond. PLC team members also worked to create common language surrounding the implementation of IB Learner Profile.

The Science Department has done extensive work transitioning to a Next Generation Science Standards (NGSS) aligned curriculum. An NGSS aligned curriculum not only is a change in standards but more importantly in how science is taught to students, which focuses on building models, inquiry activities, engineering design projects. The team utilizes the PLC and common prep time to focus on the developing and implementing NGSS lessons in all subject areas. The Science Department also works to develop MYP unit plans and GRASPS to measure student outcomes in 9th and 10th grade classes and have fully implemented IBDP courses in the 11th and 12th grade. The Science Department offers the following honors level courses: Biology, IB SL Biology, IB HL Biology, IB SL Chemistry, IB HL Chemistry. The following CP courses are offered: Biology, Chemistry, Physiology and Physics and non-CP and/or elective courses include general science, astronomy, and geology.

Since the last visit, the World Language Department has adopted new curriculum and continues to reflect on pacing, instructional practices, and assessments to improve student outcomes. The World Language team uses PLC time to develop tasks, unit plans, and MYP criterion – based assessments in the format of Goal, Role, Audience, Situation, Product, and Standards (GRASPS) appropriate to each language acquisition phase across all languages in levels 1 and 2. Since the adoption of the new curriculum, a new curriculum map was written for each course in all languages, which reflects the inclusion of International Baccalaureate Language Acquisition text types and oral activities aligned with student performances that are essential in the Diploma Programme courses and to prepare students for college or career. The World Language Department offers Level I and II in French, Japanese, and Spanish as well as IB Level year 1 and 2. With the implementation of MYP at the middle school level, students are prepared for a level II language course their freshmen year. This may drive the need to offer Level III in Japanese and French in order to offer four years of world language at high school; Spanish already offers Level III.

There also are a variety of Industrial Technology and Health courses offered through the academies as well as a host of Visual and Performing Arts courses such as Band, Ceramics, Jazz Dance, Graphic Design, Fashion Design, Photo, and Theatre which are available at the CP, honors, and IB level.

c. How courses support college and career preparedness and other goals
All students at LCHS have the opportunity to take college preoperatory level courses or challenge themselves with honors, AP, or IBDP classes to ensure they are college ready. Students who decide to pursue a full IB Diploma generally are considered to have completed at least a year of college at the high school level. Students who complete one of the three academies upon graduation have the opportunity to meet A-G college readiness standards as well as earn a variety of trade certifications such as CPR, CAD, etc. AVID and MSAT courses provide many students both in general education and special education with instruction related to organization, study skills, etc. to prepare them for college and career.

d. Support for equal access
Between the last site-visit and mid-cycle, the EGUSD received a finding from the Office of Civil Rights (OCR) regarding the disproportionality of African American students in honors and AP/IB classes. Counselors and teachers continue to refine ways to identify and recruit students and encourage them to join an academy, AVID, band, etc. and to take honors, AP or IBDP course(s). To support success, emphasis is placed on developing student/teacher relationships in the aforementioned courses and advocacy class. LCHS staff continue to systematically remove barriers for qualifying to participate in the honors classes and other programs while also providing additional supports such as year-long math classes and multiple levels of support such as tutoring and teacher/student conferencing when students want to drop a high-level course. With the implementation of MYP, there is greater connection between the high school and the feeder middle school staff to identify students for the various programs and higher-level courses, AVID, MYP, and/or academies.

Current year statistics illustrate the work towards being inclusive. Of the 948 students in the 9th and 10th grades at LCHS, 26 percent are Hispanic; nine percent are of Two or More Ethnicity; one percent are American Indian; 17 percent are Asian; seven percent are Filipino or Other Pacific Islander; 16 percent are African American and 24 percent are White. Of the 436 11th and 12th grade student enrolled in an IB course, whether pursuing certificate, diploma or the academic emphasis on global issues, 22 percent are Hispanic; nine percent are of two or more ethnicities; one percent are American Indian; 20 percent are Asian; 10 percent are Filipino or other Pacific Islander; 13 percent are African American and 24 percent are White. By comparison, of the total student population in the District, 26 percent are Hispanic; nine percent are of two or more ethnicities; one percent are American Indian; 23 percent are Asian; eight percent are Filipino or other Pacific Islander; 13 percent are African American and 21 percent are White. This comparison illustrates that enrollment in the MYP program and the IB program in the 11th and 12th grades is representative of the district's demographic composition.

Since the mid-cycle visit, regularly scheduled collaboration days are held for vertical and horizontal alignment between LCHS and HEMS staff. Special education and English Language Learners also are encouraged to take higher level courses and systems are in place to support their efforts. Special education students taking CP, honors, and IBDP level courses often are often scheduled in the MSAT course, and teachers work with EL students to ensure there is language support in the higher-level courses.

e. Partnerships
The academies have actively connected with several business and industry leaders in the community to create learning/workshop opportunities for students as well as internships. Partnerships include: Lennar Homes, Regional San, SMUD, Regional San, Happy Valley Dairy, Dignity Health Methodist Hospital, Sacramento State Athletic Training, Shriners' Hospital for Children – Sacramento, Elk Grove Soccer Club, Villara Building Systems, L&S Framing, Black Diamond Electric, and Precision One Trim Carpentry. Academies have developed connections by creating an articulation agreement with Cosumnes River College for high school students to earn credits and/or certifications in areas such as CAD classes, OSHA 10 certification, CPR, etc. Another articulation agreement exists with Sacramento State University that allows students to earn units for the courses ENGR6, ENGR7, and ME37.

3. Online instruction and programs
Since the last site visit, LCHS has experienced a huge shift to incorporate online instruction to support active student engagement during lessons. In 2014/15 the district installed Wi-Fi across the campus and purchased four chrome carts that could be checked out by teachers. Initially, there was limited use as teachers experimented with the use of google doc applications and other online interactive applications or the teacher projected the application on the board using their overhead projector or smartboard. Since then, the district systematically adopted new curriculum

aligned with CCSS that includes online features. As each department implemented the new curriculum, staff underwent professional development related to utilizing the online resources associated with the new curriculum and began using the chromecarts and computer labs on a daily basis. To further support the use of online instructional resources, LCHS has systematically purchased more chromecarts in addition to chromecarts purchased by the district to support ST Math and Language Live remediation programs. Academies also purchased chromecarts and laptop carts to support instructional practices. Because of the volume of daily use, it was decided to shift from a central chromebook cart check out system from the library to assigning chromebook carts to each department this year.

On a routine basis, nearly all teachers utilize either a SmartBoard or LCD projector during each lesson in all core subject areas. The Social Science Department incorporates powerpoint presentations along with video clips and audio segments during instruction as well as utilizes chromebooks to promote active student participation during lessons using interactive programs such as Kahoots, Poll.com, etc. Science Department staff alternate between presenting instruction using the interactive Smartboards during lectures and facilitating student feedback which is highlighted on the board so students are able to visual their responses immediately before performing a lab or group activity.

The World Language Department uses their LCD projectors with the online curriculum so students see their responses on the board; they see instructional videos and hear the audio which helps support the learning of a second language. Further the World Language Department teachers utilize the chromebooks to have students work on their cultural projects as well as GRASPS. The Math Department has five charts with chromebooks each that are utilized mostly for the intervention segment of Math I and Math II curriculum. However, each of the teachers utilize the LCP projectors to demonstrate how to work problems and to show instructional videos to create connections regarding math relevance.

This year the English Department began incorporating StudySync curriculum that enables teachers to present the curriculum utilizing its online components that includes video clips, interactive activities, scaffolding, etc. All teachers underwent training. The curriculum also included an online component that students can utilize in the classroom during instruction and at home to support learning. Teachers are at different stages of utilizing online curriculum in the classroom. LCHS and the district are supportive of the transition, which is evidenced by the amount of professional development provided. LCHS has created a series of google doc professional development workshops over the past two years to support staff with incorporating technology into their classrooms. Also several departments utilize Turnitin.com, Kahoots, Poll.com, etc.

EGUSD provides a limited number of seats in online courses for students who need to make up credits outside of, and/or in addition to, their regular school day. Priority is given to seniors; however, both juniors and seniors who are credit deficient but can graduate with an additional one or two classes are urged to meet with their counselors to discuss this option. LCHS provides APEX online courses during second semester and during summer session.

4. Support and intervention programs supported through LCAP
a. English Learners
Describe how the school considers student CELDT levels and reclassification priorities for program placement and support and how the English Learner Indicator data from the LCFF Evaluation Rubric helps inform program decisions. Comment on how Title III funds provide supplemental support.

At LCHS, EL students are placed in ELD courses based on CELDT data, grades, and language ability, which is also used to determine placement in social studies, science, and English language arts SDAIE courses to support the

language needs of our EL students in a-g approved courses. A College and Career Writing course also is offered as an English elective specifically for EL students, which is funded by Title III funds.

A variety of professional development are offered to teachers to learn teaching strategies designed to support EL students. The EL instructional coach and the EL coordinator work together to plan and deliver professional development to teachers on site. The EL coordinator also is an active member of the EGUSD ELD Steering Committee, communicating the needs of the LCHS EL program in conjunction with the district's goals.

This year, our EL instructional coach is co-teaching a SDAIE English course with an ELA teacher, implementing strategies that are proven to assist in language acquisition. All teachers on site have received professional development to understand the ELD standards as adopted by the state of California. Administrators complete a walk-through form that looks for ELD strategies in general education classes.

In the past few years, the EL coordinator has relied on CELDT scores, teacher recommendations, and student grades to determine program placement; however, with the transition to ELPAC, the focus will be based more on the data from the latter two to determine placement. The EL coordinator and school registrar implemented a process to research new students who may be identified as EL, RFEP, or IFEP, utilizing CalPADS and cumulative files to appropriately determine language status and assist counselors with student placements. This process reduced multiple schedule changes.

There is a decrease in the EL population as the implementation of ELD curriculum has increased reclassification to Fluent English Proficient over the past three years. Students are achieving at higher rates since the implementation of the new processes.

LCHS's EL program is supported by the district's EL coach who assists LCHS staff with implementing program and policies that support EL students and their families, which includes:
- Effective identification, student placement, and communication policies and procedures.
- Implementation of instructional programs and professional learning opportunities designed to meet EL student needs and ensure access to rigorous curriculum and research based instructional classroom practices to create safe, vibrant, and effective learning environments.
- Ensuring on-going support and monitoring of student progress.
- Engaging parents of EL students in district and school site planning, learning, and governing activities.
- Providing interpretation and translation services to parents and schools, and primary language assistance to students.
- Administering annual reclassification activities and celebrations of developing biliteracy.

b. Low income/socio-economically disadvantaged students
Under the LCHS LCAP, support for low income/at-risk students and families are addressed through a variety of Extended Day programs which include routine access to after school programs such as the library and career center where students have access to textbooks, library resources, scientific calculators are available for students to check out, computers and free printers. There are free tutoring services where staff and paid peer tutors are available. LCHS academies and AVID program sponsor a variety of field trips that ensure at-risk students are able to participate in college visit and other extracurricular activities. There are typically college fieldtrips for all juniors.
The PBIS program provides additional supports to assist with at-risk student with academic needs, social and emotion supports via counseling or group workshops. Funding for PBIS provides staffing for a counselor, TIC, and program assistant to needs monitor attendance for students with attendance issues.

For several years, LCHS has offered free Active Parenting of Teens workshops for all parents. Counselors often encourage parents to attend; however, in recent years the program has become quite popular and the roster is full each session.

In the past two years, there has been a concerted effort by LCHS and the district to expand the AVID program to support Title I and II students with preparing for college, whether it is taking a-g courses, learning study skills, or completing college and financial aid applications.

Two years ago, LCHS implemented a late breakfast program to help make sure all students have the opportunity to eat a healthy meal each morning. The first breakfast is served before school and the second breakfast is between the first and second block each day.

c. Foster Youth
EGUSD has a Foster Youth Services (FYS) program designed to serve the educational needs of students in foster care. Once a foster student enrolls at LCHS, the FYS professionals track down "lost" transcripts and assessments and work with the site register to ensure the foster student has needed support upon enrollment. FYS programs also provides academic tutoring at school or in the foster home, tailored to each foster student's needs. Trained FYS staff provide academic counseling, consultation and resources to foster children, foster parents, group home staff, and school personnel so that each child's chances for school success are enhanced. Additionally, FYS incorporated programs that provide emancipation planning, employment search, and post-secondary education.

Once a foster student is enrolled at LCHS, they are connected with a teacher on site who provides additional support to the students and holds tutoring sessions and serves as a mentor. All LCHS foster youth receive an ASB card so they are able to attend all sporting events and other activities for free. The ASB and LINK crew students also help the student get connected with school. For the past two years, each department sponsors a foster student organizing gifts for them; each student is presented with the gifts the day before winter break.

d. Other local support and intervention programs
LCHS provides a safe haven each year to students who are considered homeless. LCHS staff work to ensure all academic records are obtained as well as each student is provided with a LCHS ASB card and a few items to help them feel welcome at LCHS. ASB and LINK Crew students work to connect the student to the school and provide supports in addition to the efforts provided by the district's Project ACT (Assisting Children in Transition), which serves families who move frequently, live in a motel room or shelter, live doubled up with friends or family, stay in a campground or recreational vehicle, or live in their car and works to assist the needs of homeless students and families. This program helps families with enrollment, transferring school records, backpacks and school supplies, hygiene items, assistance with transportation to and from the school of origin, uniforms and fees, access to special programs like pre-school, Twilight, or other remedial and enrichment educational programs, and referrals to community resources that assist with food, shelter and clothing.

Project ACT staff are available to assist homeless parents and unaccompanied youth with immediate enrollment in school, helping obtain records from previous schools, referring to clinics to update shot records, accessing (when appropriate) special programs like special education, gifted and talented, English language learners, Indian Education, Title I, tutoring, and after-school and preschool programs, including Head Start. Project ACT can provide information on local resources for food, shelter and clothing, and can refer homeless children to medical, dental and vision services.

The Migrant Education Program (MEP) is a federally funded program designed to provide supplementary educational and support services to children and youth of migrant families, ages 3-21. Migrant Education provides educational/instructional, health, preschool, parent education, and outreach services to eligible families.

A child/youth qualifies for the Migrant Education Program if their parents work in agriculture, fishing, or logging activities, and have moved the family across district boundaries in the last three years to seek/obtain work in the above mentioned industries. Families may have their eligibility for participation in the Migrant Education Program reviewed by Migrant Education by submitting their student's name, the parent/guardian name(s), and contact information to the front office of their school. Migrant Education will then contact the family and determine eligibility.

5. Services for students with special learning needs
Efforts to improve instructional strategies and supports for LCHSs special education students has dramatically improved since the last visit. Staff's efforts have led to a reduction of the D/F rate from 35.6 percent to 9.4 percent in 2016/17, which has reduced the number of 5th year seniors or transferring to alternative education.

Prior to the 2013/14 school year, all RSP teachers participated in professional development to implement the MSAT curriculum for RSP students who are not connected to an academy or AVID but take mostly CP courses. The MSAT class provides direct instruction designed to promote critical reading and comprehension skills, writing skills, and study habits. It also teaches AVID strategies. Each MSAT class has a curriculum designed to support the needs of each grade level. The strategies department shifted its course offerings to provide better academic support in core areas for the most at-risk special education students by offering two levels of math readiness that focus on building math skills as well as English classes that promote fluency and comprehension. The Monday morning job club meets and provides support and guidance with assisting RSP students with employment training and placement. During the 2017/18 school year, an engineering course was developed where MPTA students work with 24 ILS students to create projects. The MPTA students serve as mentors assisting the ILS students. The special education leadership class provides services for the high school students with autism; this includes students in both the RSP and ILS program.

Several strategies teachers are trained in the Behavior Intervention Program (BIP) to ensure that staff is better trained to address student behaviors. Since the last review, three District ILS/ATP programs were placed at LCHS - a high school level ILS and SDC class were added serving autistic students. The ATP classes provide instruction to adult students designated as ID or autistic. A benefit of the having the ATP classes on campus is that ATP adult students are able to perform some jobs on campus enabling them to build needed skills, and LCHS college prep students have an opportunity to work with autistic students as tutors, building their skills and resumes for college and careers.
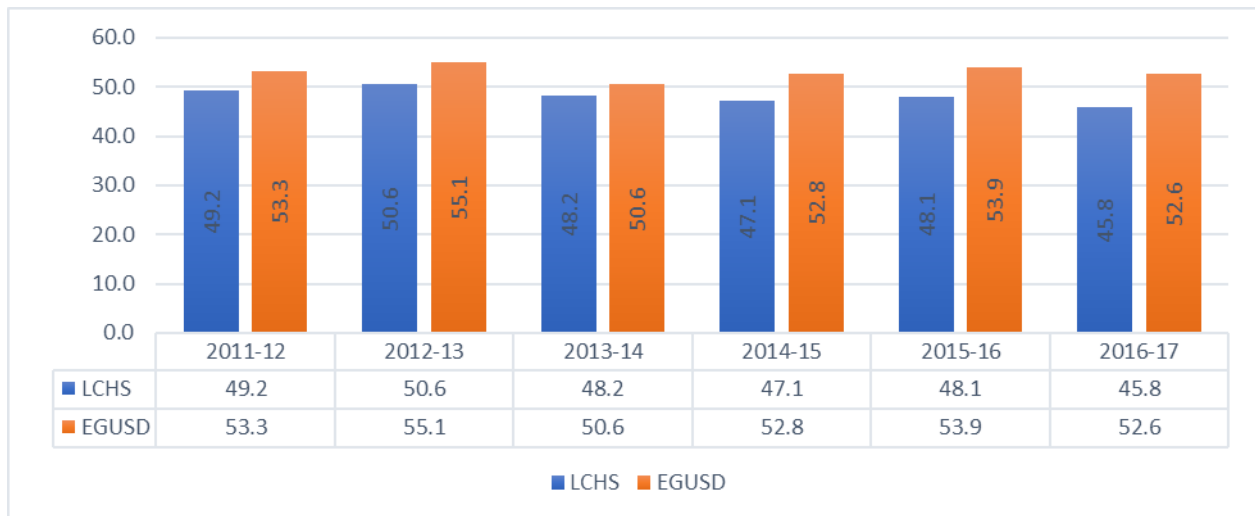
C. Demographic Data:

Table 3
Socioeconomic status
Parent Education Level

| ■ Series1	Not a HS Graduate	HS Graduate	Some College	College Graduate	Post Graduate	Unknown/ Decline to State
	279	929	1040	909	355	503
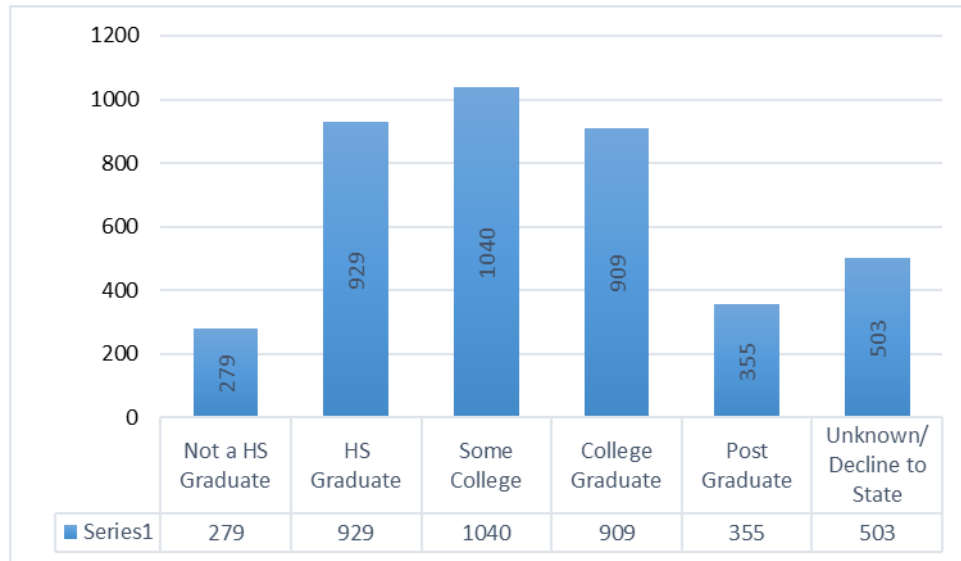
The education level of LCHS students' parents remains consistent.

Table 4
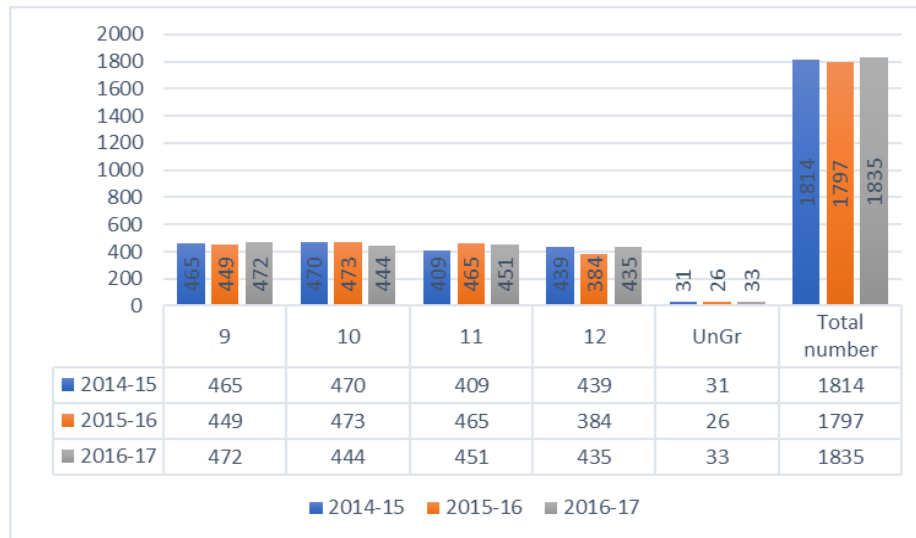**Free and Reduced Lunch**
Percentage of Students
2012-2017

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
■ LCHS	49.2	50.6	48.2	47.1	48.1	45.8
■ EGUSD	53.3	55.1	50.6	52.8	53.9	52.6

LCHS continues to have a lower percentage of students who qualify for free and reduced lunch than the district. Since the last visit, the percentage of students receiving free and reduced lunch has decreased across the district and dropped from nearly 50 percent in 2013 to 45.8 percent in 2017 at LCHS.

Table 5
Enrollment
Student Enrollment
2012-2017

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
■ Series1	1,641	1,667	1714	1,814	1797	1835
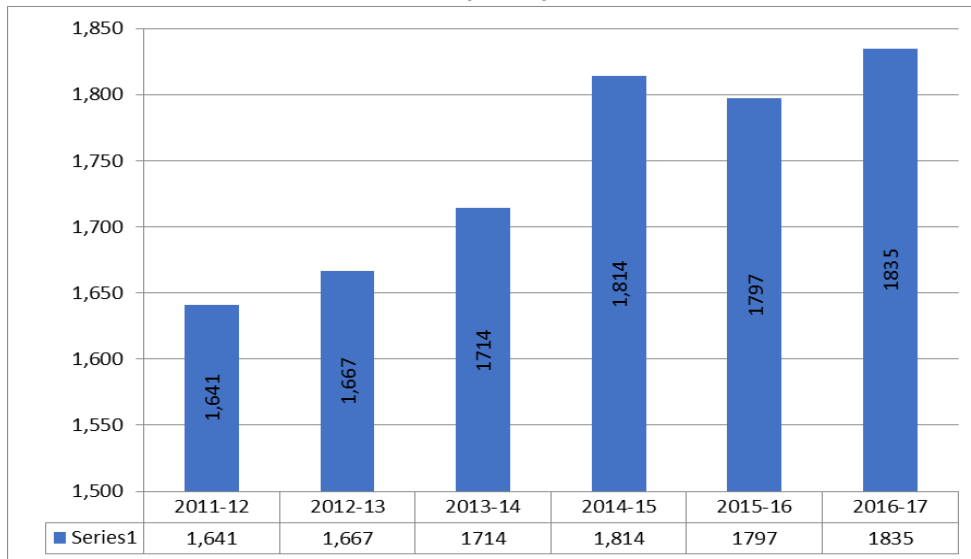
There were 1,835 students enrolled at Laguna Creek High School during the 2016/17 school year, which includes ILS and ATP special education programs. Data indicates that enrollment will continue to rise as district boundaries are further delineated and the IB Programme continues to attract students to the Laguna Region.

Table 6
Enrollment of Students
By Grade Level
2014-2017

	9	10	11	12	UnGr	Total number
■ 2014-15	465	470	409	439	31	1814
■ 2015-16	449	473	465	384	26	1797
■ 2016-17	472	444	451	435	33	1835

On average for the past three years, 1,815 students attended LCHS annually based on enrollment data. This is up from the previous three years where 1,674 students attended LCHS per year. Enrollment began increasing in 2012/13 with further gains in 2013/14 and 2014/15 which have subsequently leveled off. Staff, however, expect the enrollment will continue to increase with the changing attendance boundaries and the IB Programme, AVID, and Academy offerings. Moreover, data indicates that students are remaining at LCHS, which is different from the
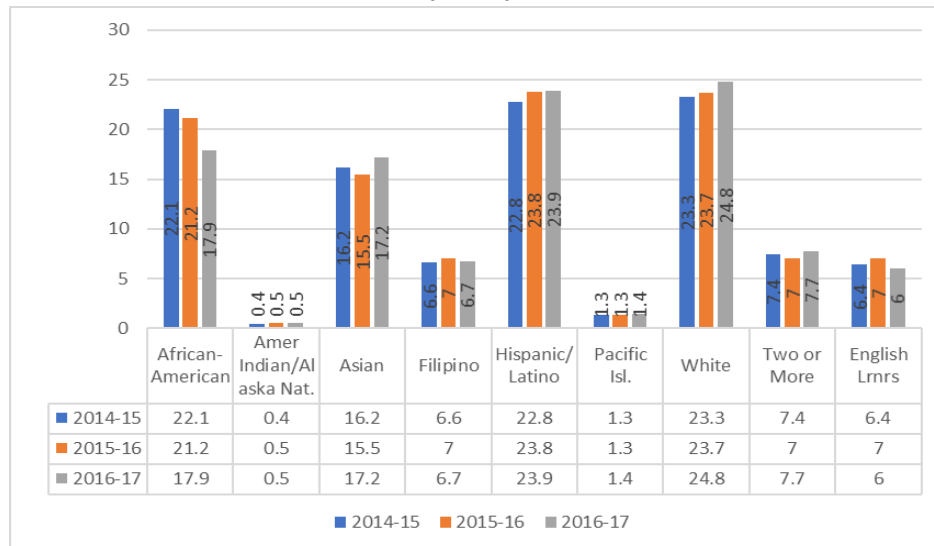
trends during the last visit.

Table 7
Enrollment of Students
By Gender
2014-2017

	Total	Male	Female	English Learners
2014-15	1,814	925	889	117
2015-16	1797	906	891	126
2016-17	1835	928	907	111

2014-15 2015-16 2016-17
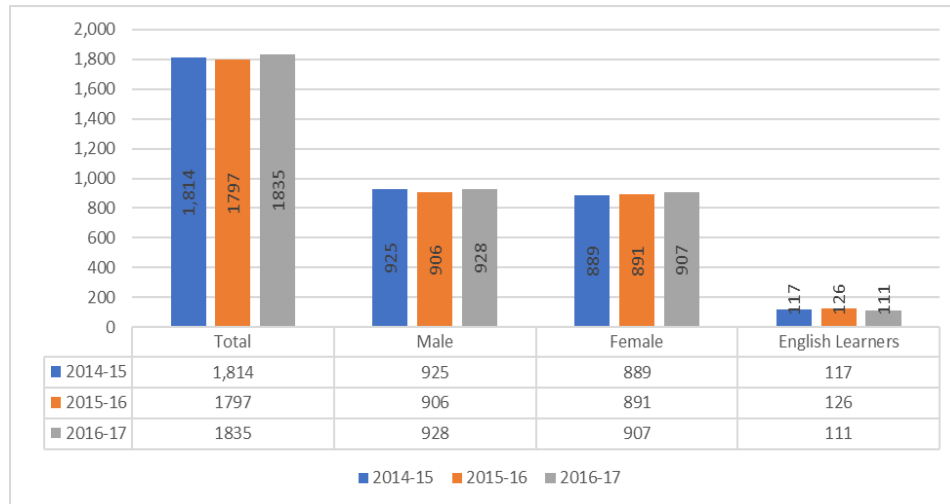
Data indicates there are slightly more male than female students attending LCHS.

Table 8
Enrollment Percentage of Students
By Ethnicity Sub-group
2014-2017

	African-American	Amer Indian/Alaska Nat.	Asian	Filipino	Hispanic/Latino	Pacific Isl.	White	Two or More	English Lrnrs
2014-15	22.1	0.4	16.2	6.6	22.8	1.3	23.3	7.4	6.4
2015-16	21.2	0.5	15.5	7	23.8	1.3	23.7	7	7
2016-17	17.9	0.5	17.2	6.7	23.9	1.4	24.8	7.7	6

2014-15 2015-16 2016-17

LCHS has a diverse student population that mirrors the diversity of the region. In reviewing the data, the demographics at LCHS remain diverse. However, there are some noted changes since the last review. While the percentage of Asian students remains around 17 percent, the percentage of African American students has decreased from 24 to 17.9 percent; however, the percentage of two or more ethnicities shifted up from 4.4 to 7.7 percent. The percentage of Hispanic/Latino students continues to grow and is 23.9 percent which was up from 22.4 percent in
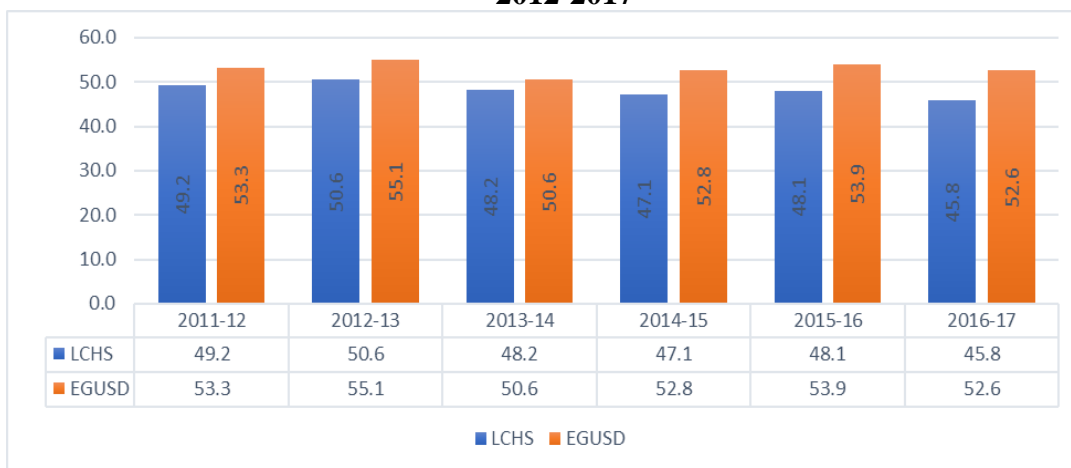
2011 and 16.9 percent in 2008. The percentage of White students increased from 22.9 percent in 2011 to 24.8 percent in 2016/17.

Table 9
Predominate Primary Languages
Other than English

	Spanish	Other	Vietnamese	Cantonese	Filipino	Farsi	Hmong	Hindi	Mandarin	Punjabi	Arabic	Urdu	Russian	Japanese	Pashto
Series1	178	66	54	51	47	27	27	24	20	20	13	11	9	8	8
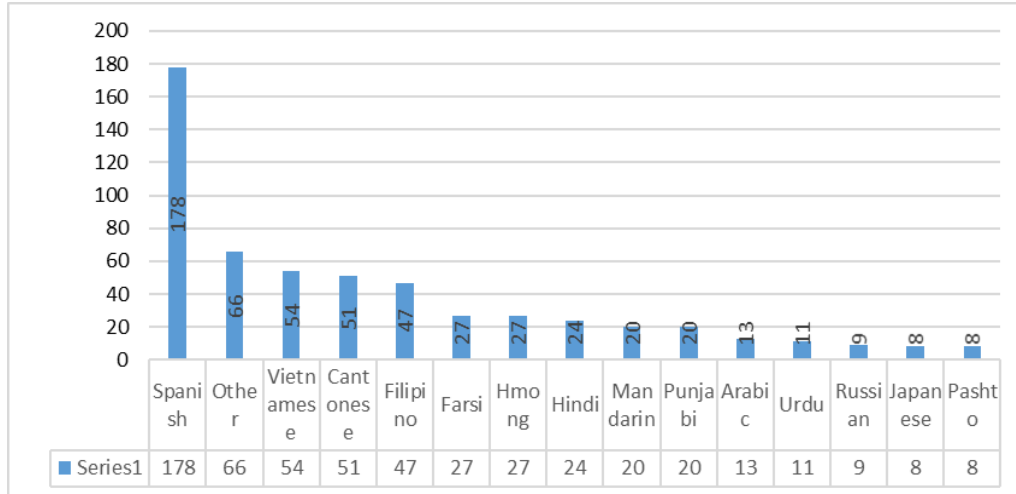
Other than English, Spanish continues to be the most predominate language spoke at LCHS with Vietnames and Cantones increasing. Reconginizing that LCHS has a large bilingual population, there are a variety of translation services provided by the district to support communication with all families.

Table 10
Title I: Free and Reduced Lunch
Percentage of Students
2012-2017

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
LCHS	49.2	50.6	48.2	47.1	48.1	45.8
EGUSD	53.3	55.1	50.6	52.8	53.9	52.6

The number of students receiving free and/or reduced lunch at LCHS fluctuates slightly each year but recently has dropped from nearly 50 percent in 2012 to 45.8 percent in 2016/17. The district's percentage of students receiving free and reduced lunch is slightly higher at 52.5 percent.

Table 11
Percentage of Enrollment
For Honors and AP/IB Courses
2014-2017

	LC	AA	AI	As	Fi	His	PI	W	Two	EL	FY	Ho	SED	SWD
2014-15	48	33.7	42.92	65.3	61.9	42.9	50	53.5	38.2	20.2	17.4	50	37.1	6.1
2015-16	51.8	39	22.2	66.8	62.6	45.5	45.8	57.4	53.1	17.1	14.3	58.3	41.7	7.9
2016-17	54.7	39.9	30	72.2	70.8	44.6	33.3	60.4	55	13.2	23.1	8.3	43.1	5.9
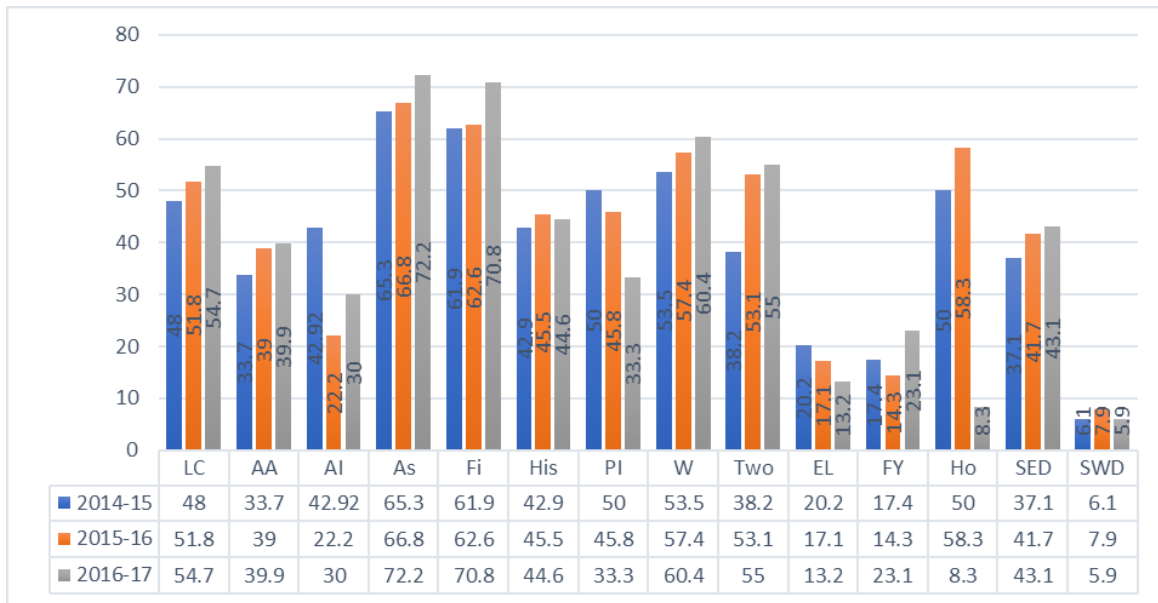
The overall percentage of students taking higher level courses increased from 48 to 54.7 percent, a 6.8 increase. The number of African American and Asian students and white students taking courses increased. While the number of Hispanic student has fluxiated but remained around 44 percent. The data for EL students dropped as well as homeless students. The number of special education student taking higher level courses increase slightly during this period.

Table 12
AVID Enrollment for
2014-2017

	Total	AA	AI	As	Fi	His	PI	W	Two	9th	10th	11th	12th	Male	Female
2014-15	104	26	0	17	8	35	3	12	3	34	30	17	23	32	72
2015-16	135	37	0	21	8	37	5	18	9	56	31	32	16	46	89
2016-17	158	33	0	32	12	47	4	22	8	54	52	25	27	57	101
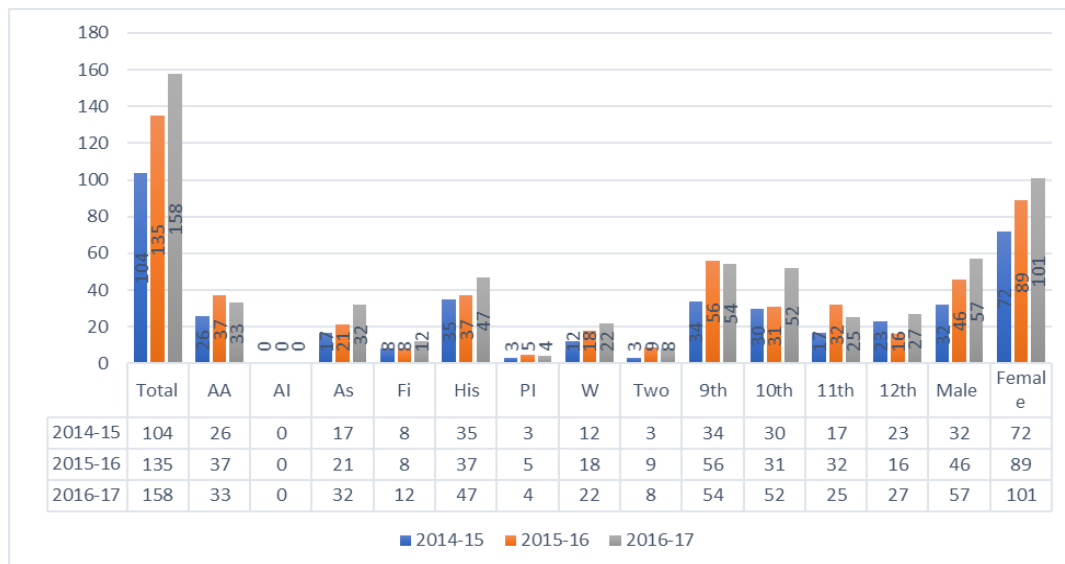
The total AVID enrollment has increased as staff has worked to recruit more students. Work is still underway to

recuit more male students of color. Data also indicates students are remaining in the program as they progress through high school.

Table 13
Percentage of CTE Enrollment
By Ethnicity
2014-2017

	LC	AA	AI	As	Fi	His	PI	W	Two	EL	FY	Ho	SED	SWD
2014-15	43.6	44.5	14.3	44.8	45.8	43.1	54.2	41.6	43.4	59.5	34.8	37.5	44.2	37.5
2015-16	62	58	77.8	62.8	61	60.8	58.3	66.1	62.5	51.8	57.1	66.7	59	50.8
2016-17	60.2	60.7	90	55	31.7	59.7	50	63.7	59.3	52.4	38.5	33.3	59.4	50.3
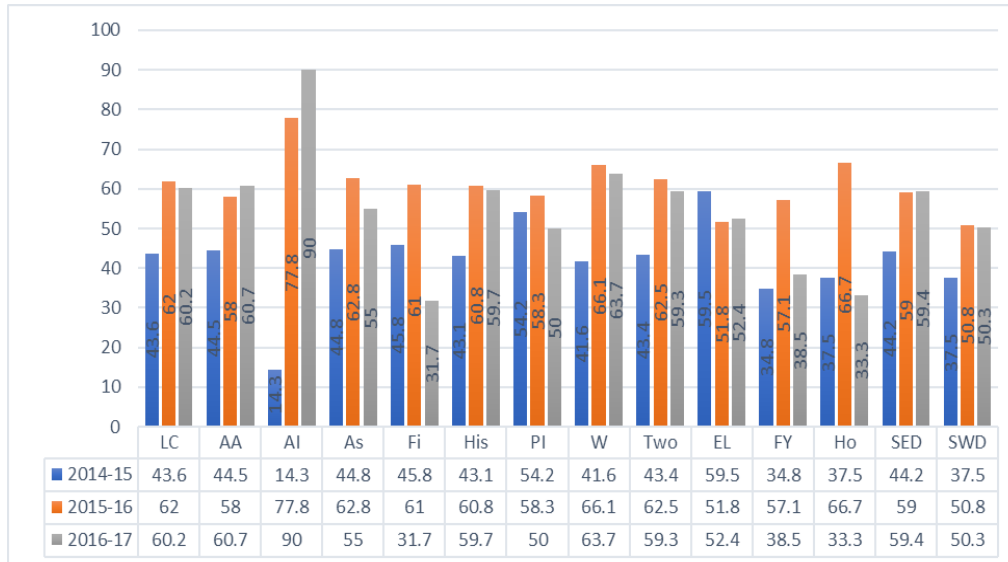
The total percentage of students enrolled in CTE courses increased 16.6 percent over past three years and there was growth across ethnicity categories.

Table 14
MPTA Enrollment for
2014-2017

	Total	AA	AI	As	Fi	His	PI	W	Two	9th	10th	11th	12th	Male	Female
2014-15	135	19	0	23	11	34	0	40	8	41	38	34	22	103	32
2015-16	168	19	2	27	12	50	0	48	10	65	36	34	33	130	38
2016-17	157	20	2	28	14	40	1	42	10	61	36	31	29	124	33
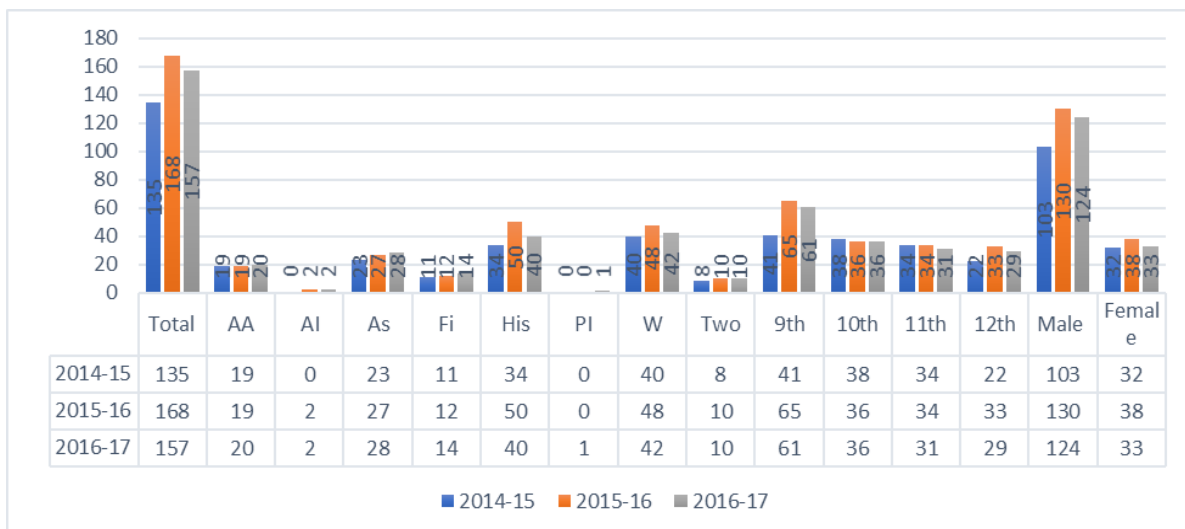
The enrollment in MPTA is up overal; however, the number of female students in the program is much lower than male students.

Table 15
GETA Enrollment for
2014-2017

	Total	AA	AI	As	Fi	His	PI	W	Two	9th	10th	11th	12th	Male	Female
2014-15	148	36	0	21	12	31	4	32	12	51	32	28	37	101	47
2015-16	135	31	0	25	11	24	4	31	9	37	40	31	27	85	50
2016-17	137	28	0	25	11	26	3	32	12	37	44	33	23	88	49

■ 2014-15   ■ 2015-16   ■ 2016-17
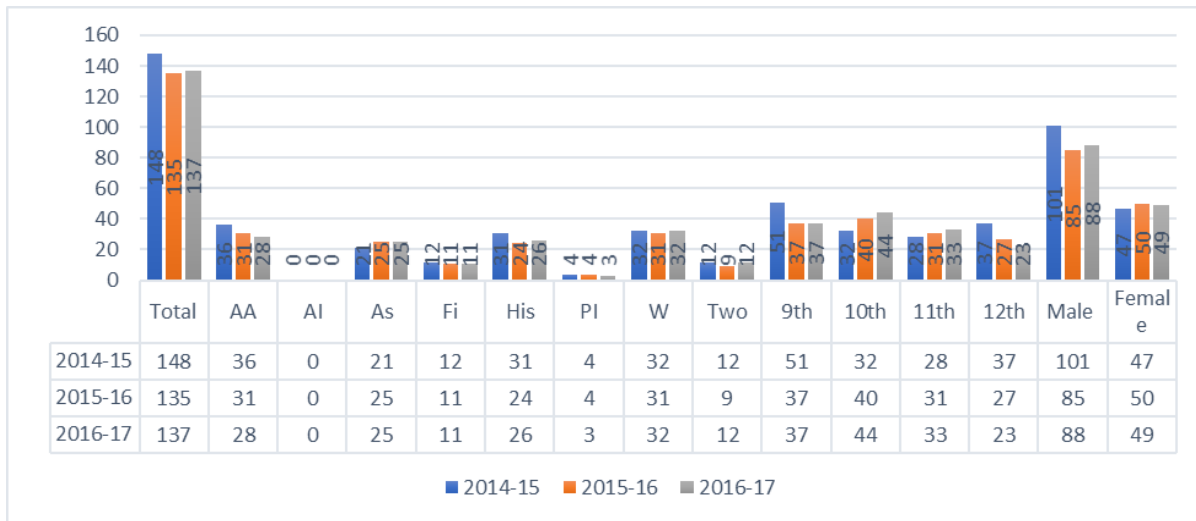
GETA enrollment is slightly down from 2014/15; however, efforts to expand the program enrollment are underway.

Table 16
SCA Enrollment for
2015-2017

	Total	AA	AI	As	Fi	His	PI	W	Two	9th	10th	11th	12th	Male	Female
2014-15	163	17	1	19	13	35	3	60	15	56	43	31	33	76	87
2015-16	224	24	1	29	18	52	2	76	22	80	60	53	31	97	127
2016-17	247	26	1	39	16	57	2	86	20	71	73	59	44	91	156

■ 2014-15   ■ 2015-16   ■ 2016-17
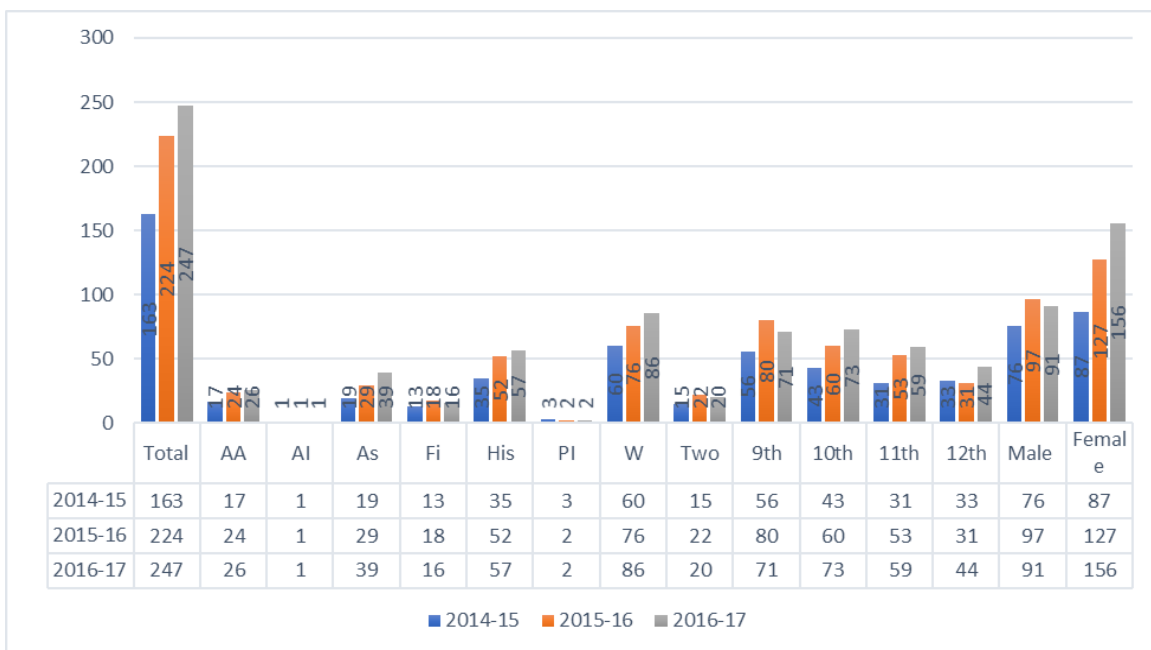
SCA enrollment continues to grow across all ethnic groups; efforts to retain students throughout their high school exerience continue.

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Table 17
Technical Education Sequence
Completion Rate for
2016-2017

	LC	AA	AI	As	Fi	His	PI	W	Two	EL	Ho	SED	SWD
2015-16	8.9	3.9	0.0	6.3	8.0	11.1	0.0	14.1	14.3	5.6	33.3	9.0	12.0
2016-17	24.4	11.5	0.0	30.2	26.7	31.6	0.0	32.4	27.6	7.7	50.0	22.7	14.9
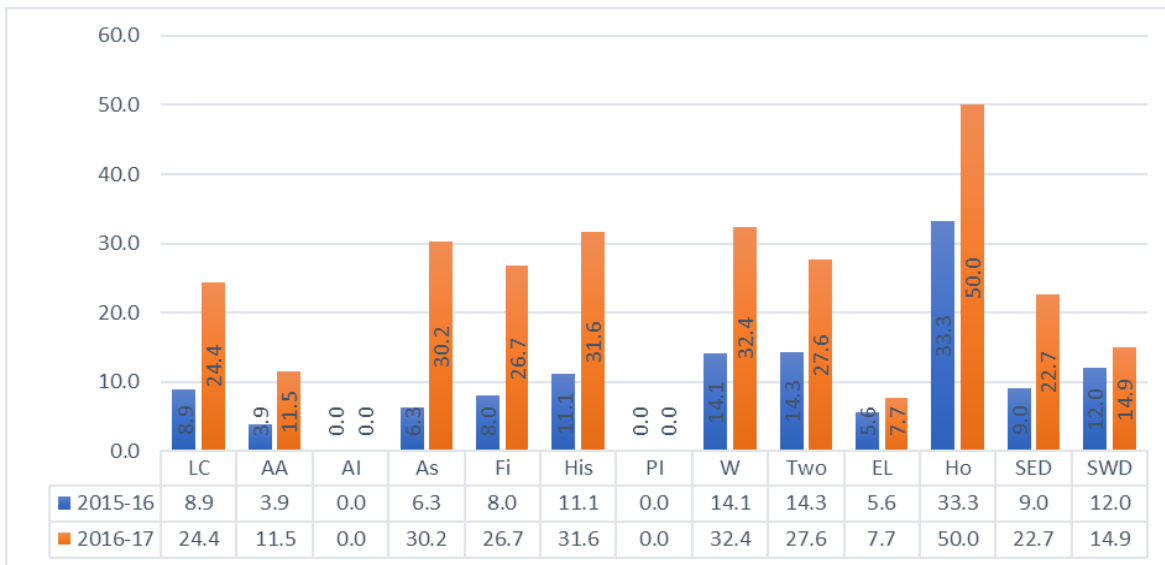
New available data illustrates growing numbers of students completing the CTE course sequences, 15.5 percent increase.

3. Language Proficiency:

Table 18
Number of English Learner Students
By Grade Level
2015-2017

	9th Grade	10th Grade	11th Grade	12th Grade	Un-Graded	% of LCHS
2014-15	25	29	24	32	7	6.45
2015-16	36	33	31	22	4	7.01
2016-17	20	32	37	18	4	6.05
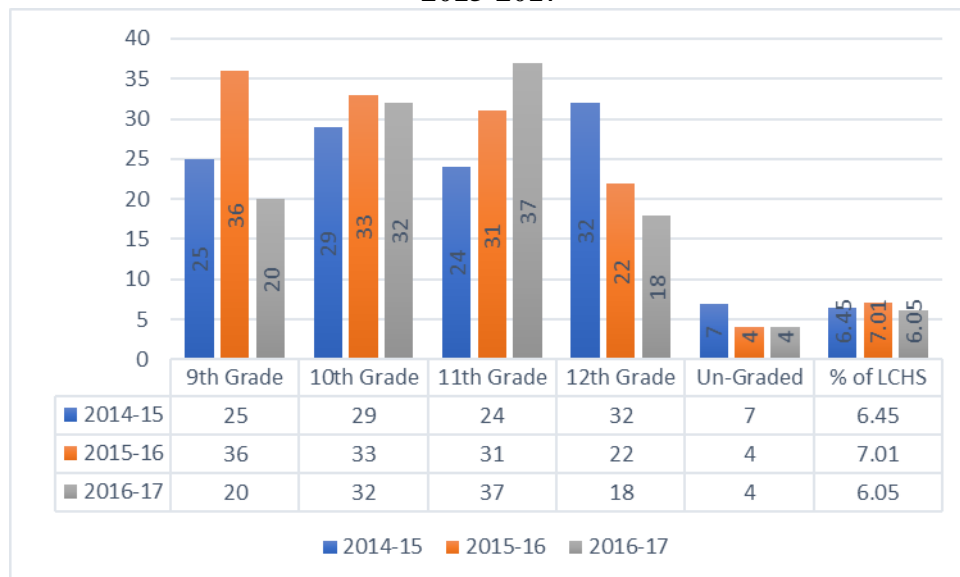
The number of English Language Learners continues to decline from 8.1 to 6.05 percent. However, last year LCHS experienced an influx of refugee students with no English language skills.

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Table 19
Number of English Learner Students
By Fluency Level and R-FEP
2015-2017

	% L1	% L2	% L3	% L4	% L5	RFEP # & %
2014-15	2	11	36	32	4	3.1
2015-16	4	9	27	53	5	4.3
2016-17	8	4	23	46	13	19

■ 2014-15   ■ 2015-16   ■ 2016-17
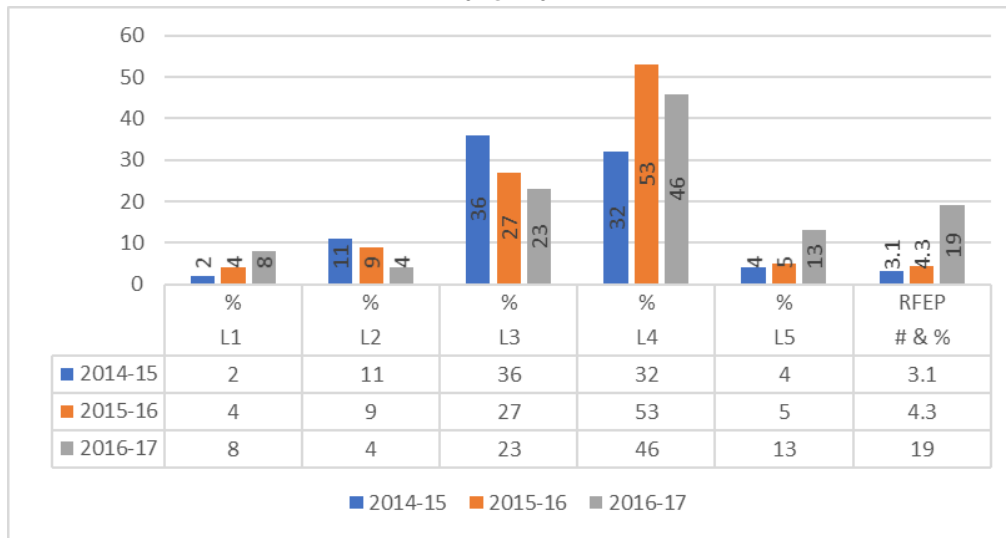
Data indicates that last year there was an increase of students at the L1 fluency level. This was impacted by an influx of refugee students with little to no English skills. Since the last visit, data indicates a number of EL students are improving their English language skills with a greater percentage of students at L4 instead of L3, and the percentage of students being re-designated has dramatically increased from 4.3 to 19 percent. These gains can be attributed to the new protocols related to identifying students who need EL and SDAIE supports as well as who and how assessments are administered to EL students.

Table 20
Redesignated R-FEP
2014-2017

	2014-15	2015-16	2016-17
■ Redesignated English Learners Redesignated	3.1	4.3	19.0
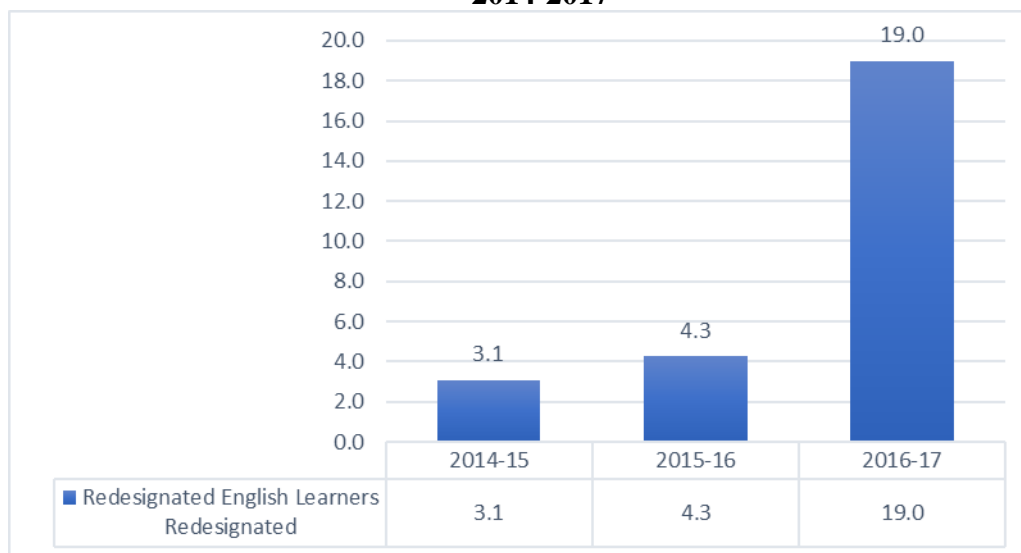
In 2016/17, 19 percent of students were redesignated increasing from 3.1 percent in 2014/15, a 15.9 percent gain. This is evidence that changes to the EL and SDAIE program as it relates to course sequencing, instructional strategies, and how EL students are tested is effective.

D. Data on Eight State Priorities

1. LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

According to EGUSD's LCAP/LCFF professional learning was provided to teachers, administrators and classified staff to support high quality teaching and learning as it relates to CCSS, ELD, and NGSS professional learning resulting in student access to standards aligned instructional materials and strategies. EGUSD also has a process in place to ensure teachers meet credentialing requirements when hired. Moreover, the student information system (SISWEB/Synergy) restricts sites from assigning a teacher to a course they are not credentialed to teach.

Including administration and counseling, fifty-one LCHS staff members have attended MYP training thus far. Two other staff members are planning to attend training in the Summer 2017. New staff members will be sent to category 1 trainings, as needed. Eventually, LCHS will need to send staff members to category II subject specific workshops and/or category III specialized workshops. Also 31 staff members have undergone IBDP training at a variety of levels. Additionally, two administrators and three counselors have received IB/MYP training. Staff who teach IBDP classes undergo training every seven years to ensure they are apprised of the most up to date IB practices.

A number of LCHS teachers have higher level degrees and specialized certifications, but only one has gone through the National Board Certification process. All LCHS teachers have appropriate credentials to teach in their areas. All LCHS teachers are fully credentialed except one Business Department teacher who will complete his credential later this year. The business teachers is currently in the intern phase of his credential program; he is expected to complete the program and be fully credentialed by the end of 2017/18.

Table 21
Certificated Staff - Advanced Degrees
2015-2017

	Doctorate	JD Spec. Degree	Masters	BA	Total
2016-17	1	2	41	57	101
2015-16	1		32	64	97
2014-15	1		31	60	92
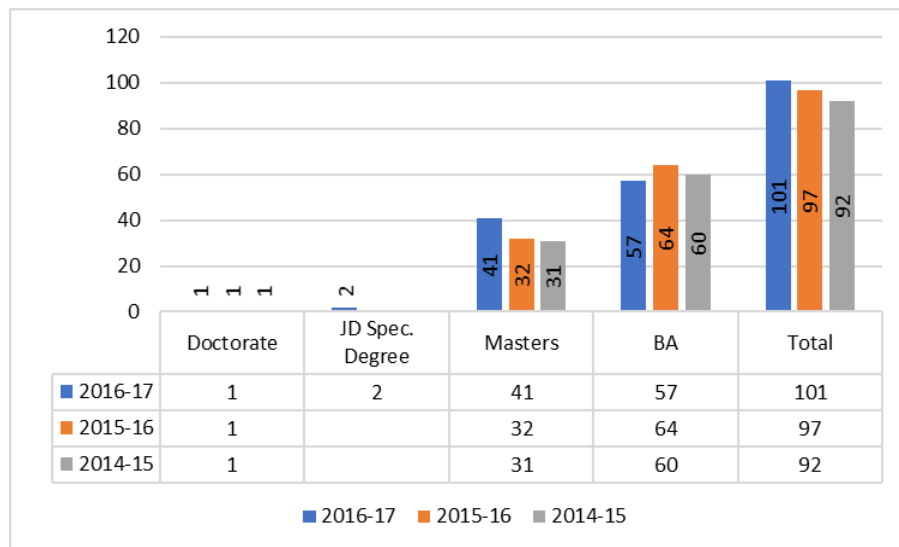
The percentage of staff with higher degrees has increased from 34 percent in 2015 to 43 percent in 2017, a nine percent increase. Efforts to earn a Masters or Doctorate degree is encouraged as it prepares teachers for instructing IBDP level courses.

Table 22
Certificated Staff Educational Services
2015-2017

	Aver. Yrs of Service	Aver Yrs in EGUSD	No. First Yr Teachers	No. Second Yr Teachers
■ 2016-17	15	12	4	11
■ 2015-16	14	12	13	2
■ 2014-15	16	14	3	5

■ 2016-17   ■ 2015-16   ■ 2014-15
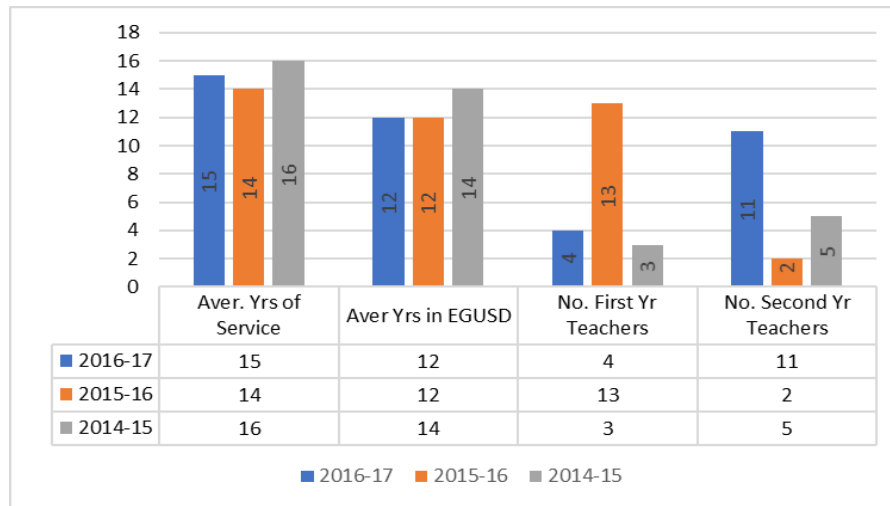
The data indicates longevity among staff members with teachers averaging 15 years of service and 13 years within the district. Recent growth among new staff members is reflective of expansion and the retirement long term staff members.

Table 23
Professional Development/Specialized Training

	Business	Counsel	CTE	English	Health	Math	PE	Science	Social Sci	VAPA	Wrld Lang	Adm.	
■ CCSS	1	0	4	14	2	11	6	11	11	10	9	4	83
■ Curricula	2	0	4	14	2	11	6	11	11	10	9	1	81
■ GRR	1	4	4	12	1	7	6	5	4	6	5	3	58
■ PLC	1	4	4	2	0	8	0	4	4	2	2	2	33
■ DMM	0	0	0	2	0	2	0	2	2	1	2	4	15
■ MYP	2	3	2	7	1	7	1	6	7	7	6	2	51
■ IBDP	0	2	1	5	0	3	0	5	4	4	5	2	31
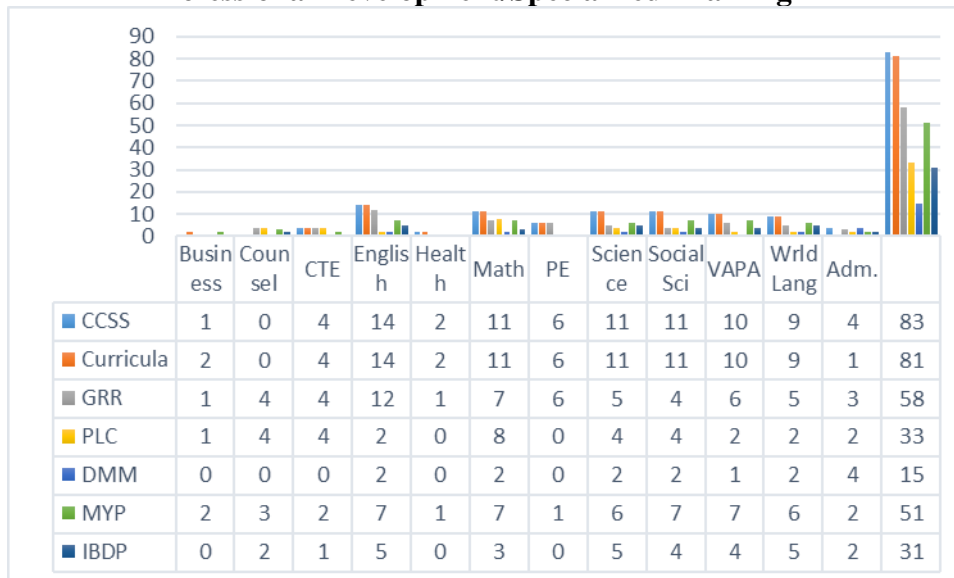
All staff members have participated in district professional development for CCSS and curricula for their subject matter. Moreover, several staff members underwent district sponsored professional development a related to gradual release of responsibility which was designed to shift instruction to active student engagement. While new staff have not received district PD, the emphasis on active student engagement is a part of many credential programs. Over the years several staff members have participated in formal PLC professional development while all staff participate in the process each week during late start. As staff prepared for WASC, the district sponsored Decision Making Model training, which all focus group lead teachers attended; all administration attended this training as well. Including administration and counseling, over half the LCHS staff members have attended MYP training thus far, and 31 staff

members have undergone IBDP training at a variety of levels. Staff who teach IBDP classes undergo training every seven years to ensure they are apprised of the most up to date IB practices. Additionally, many staff members participate regularly in ongoing trainings, workshops, etc. to improve their subject matter knowledge and instructional skills. LCHS also sponsors a variety of site trainings where staff are able to earn salary credit. Site trainings have included: EL, google.doc, etc.

Table 24
Certificated Staff Gender and Ethnicity
2015-2017

	AA	Asian	Filp.	Hisp.	Wht	Two +	Decl to St.	
Male 2016-17	1	1	0	4	35	2	2	45
Female 2017-17	0	4	1	8	34	7	2	56
Male 2015-16	1	1	0	5	36	2	1	46
Female 2015-16	1	2	1	7	32	4	4	51
Male 2014-15	1	1	0	3	33	2	1	41
Female 2014-15	1	2	0	8	34	5	1	51
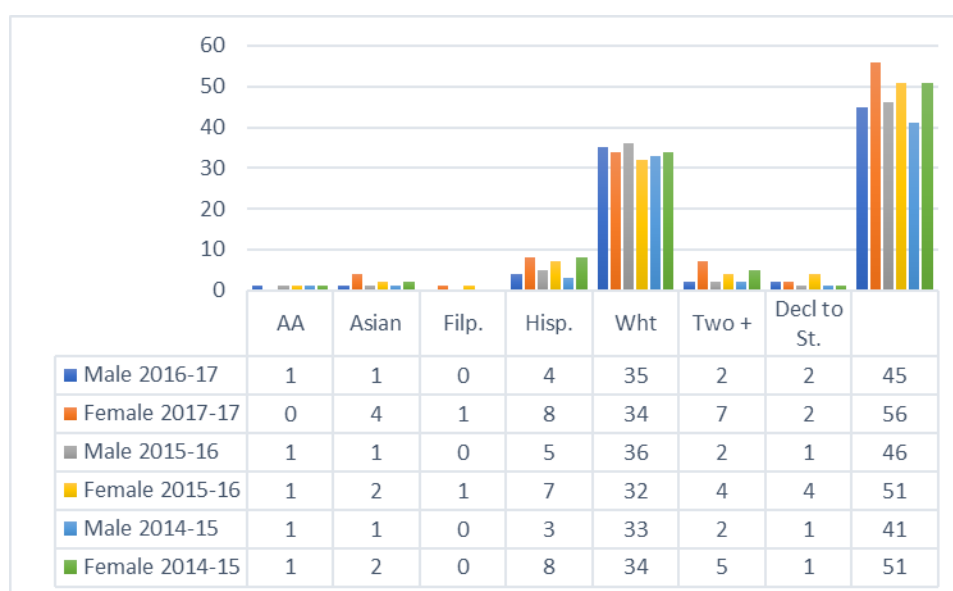
Data indicates slightly more female teachers then men. In 2017, there were eleven more females. There also is more diversity among female teachers then male counterpart. Diversity among male credentialed staff is 22 percent and 39 percent among females.

All paraprofessionals hired by EGUSD that work at LCHS meet the requirements for Every Student Succeeds Act (ESSA).

Since the adoption of Common Core State Standards by the state of California, EGUSD created a plan to educate the community regarding CCSS and to implement the standards across the district with fidelity. To accomplish this goal, EGUSD chose to phase in its implementation of CCSS over a two-year period in order to give ample time for the transition and began in 2012-2013 at elementary schools and transitioned to middle and high schools in 2013-2014. EGUSD ensured that all teaching staff were offered professional learning on the CCSS and LCHS provided release time for all staff members to attend such professional development. EGUSD also provides ongoing collaboration time for its teachers at least once per week in addition to ongoing teacher training. Keeping with district best practices LCHS has participated in a PLC, which are created by grade level and subject area with scheduled meetings throughout the year – including the summer months, to support CCSS instructional practices. Creating PLCs offers more than collaboration, they become professional development opportunities for teachers with ongoing collaboration across the district and often across the region.

Moreover, EGUSD has adopted CCSS aligned instructional materials over the last five years and continues to provide ongoing professional development as it relates to utilizing the materials and best instructional practices that

center on active student learning with increased use of technology in the classroom to support instruction. Administrators continually engage in classroom walkthroughs to ensure that teachers are utilizing CCSS materials and instructional practices. Teacher goals and lesson plans are required to include learning objectives that are linked to CCSS, which are a part of the observation and evaluation process.

LCHS facilities are consistently maintained and continue to be in good repair. The school consistently passes all inspections done by the state and fire department. The cafeteria maintains the top rating available from the state. Fire extinguishers are in every area and are checked periodically. Three AED's are located strategically across the campus for quick access by staff.

Each science classroom includes a demonstration lab area along with student labs stations, in addition to the lecture area of the classroom. Each classroom is fully equipped to meet the UC a-g course requirements for laboratory time. Chemicals for science classrooms and lab assignments are appropriately stored, secured, catalogued, and inspected each year. Eye wash stations, exhaust systems, and fire blankets are maintained in all classrooms with laboratory equipment. All custodial chemicals are stored in locked closets, meeting district and state requirements. A safety committee was established and meets at least two times a year based on the needs of the school, staff, and students. LCHS continues to work with the district to update facilities in general and complete four major projects.

Each year, LCHS continues to mount ceiling projectors and/or SmartBoards in classrooms; to date nearly all classrooms are equipped. This is critical to supporting the use of technology during daily instruction. Each year LCHS identifies classrooms to install projectors.

With the recent passage of The Measure M Bond in 2016, the field and track is being converted to an all-weather surface. The project also includes new long, triple, and pole vault areas. The track and field area is projected to be completed in April 2018.

LCHS is currently working with the district to update three CTE pathway facilities to keep up with the growth in those programs. Room E2 is currently undergoing renovations to convert it into a CTE fashion-industry classroom with sewing, construction, and production areas. The second is the expansion of the Sports Careers Academy facility located in room L13. The plan includes areas for training, a treatment room, storage room, office, and equipment upgrades. The third improvement includes a new facility for the Green Energy Technology Academy, which is currently housed in a portable, which limits the scope of projects.

2. LCFF Priority 2 – Implementation of Academic Standards

EGUSD has provided systematic, on-going professional development to ensure teachers are trained in CCSS and newly adopted curricula. Over the past four years, LCHS staff worked to develop and implement department SMART goals to drive PLC work to ensure academic standards emphasized in CCSS and IB are driving instructional practices to improve student learning outcomes. Based on information received from each of the department PLCs, there are inconsistencies between department work and the subject matter. The administrative team is working with department leaders to provide support where it is needed by providing release time, and developing common preps in core areas. Generally, PLC teams work together to create and implement common pacing guides and MYP unit plans, both formative and summative assessment aligned with CCSS. Teams also have a process in place to ensure vertical alignment between the grade levels to support reading, writing, and analytical skills. Across department PLCs, teachers review and evaluate assessment scores and utilize the data to make adjustments to assessments and instruction where necessary. Several of the PLC teams also meet with district teachers as PLC hybrids to further expand their efforts. In the past two years regularly scheduled collaboration with

HEMS have begun to ensure academic standards are implemented consistently between the feeder middle school and LCHS to support IB. Efforts have included aligning curriculum and assessments to infuse the elements of CCSS along with MYP unit plans, which will be measured by SBAC/CAASPP.

3. LCFF Priority 3 – Parent Engagement Describe

Each year parents are invited to take part in the LCAP development through several opportunities. First, and most involved, are the parent representatives that sit on the School Site Council (SSC). SSC meets monthly to discuss school data, provide input to the LCAP, approve LCAP budget, and approve any modifications to the plan throughout the year.

Another opportunity is through the annual District LCAP Parent Survey. Hard copy and online surveys are available to parents to complete to provide input to both District and School priorities. The School receives data from this survey to use in the development of the site LCAP.

Monthly Cardinal Café' Chats are another venue for parents to provide input to school programs and needs. The Chats occur the first Monday of the month from 8:00 a.m. to 8:45 a.m. and parents meet with the principal and other school staff to discuss various topics. At least one meeting during the year focuses on LCAP priorities and many of the other meetings time is allocated to "open forum" topics driven by parent questions and/or concerns. Many suggestions come out of these meetings which helps drive changes in our programs or procedures. One example of this during this current year was the request to receive more regular information throughout the year about school events and happenings. This conversation resulted in the principal deciding to do a short weekly newsletter.

Other options for parents to provide input to school programs is through the other parent groups – CAAP, IBPO, PTSO, Band Boosters, and Athletic Boosters.

4. LCFF Priority 4 – *California Assessment of Student Performance and Progress (CAASPP)*

**Table 25
CAASPP English
Percentage Meeting or Exceeding Standard
2015-2017**

	LC	AA	AI	As	Fi	His	PI	W	Two	EL	F-Y	Ho	SED	SWD
2014-15	57.7	40.0	0.0	60.3	77.3	53.5	75.0	72.7	50.0	10.0	100.0	100.0	48.4	20.6
2015-16	62.4	38.2	66.7	78.5	66.7	60.9	0.0	73.8	62.1	21.4	0.0	50.0	51.6	13.6
2016-17	61.1	47.0		70.7	78.8	47.2	33.3	70.7	78.1	3.0			49.5	7.7
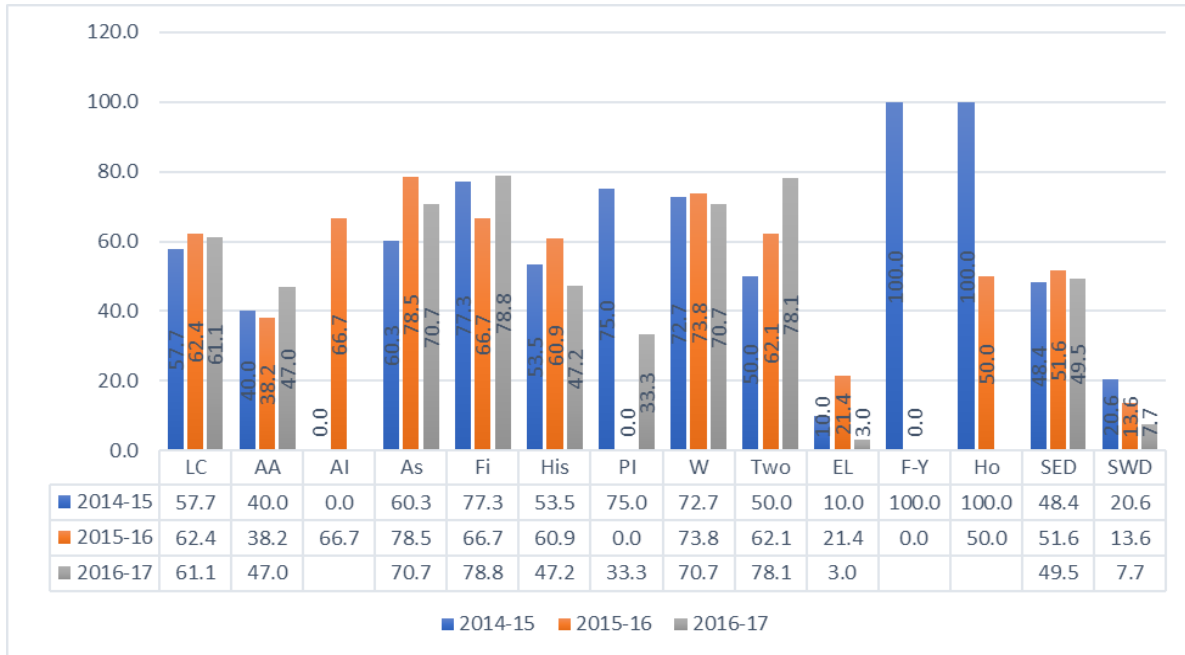
Since the last visit, California shifted from CSTs where LCHS continued to meet schoolwide growth targets to CAASPP where LCHS scores improved the second year but decreased to 61.1 meeting or exceeding standards. Initial data for ELA demonstrates slight fluxation with 2017 score of 61 percent. African American scores improved from 40 to 47 percent during this period while Hispanic scores increased only to decline the following year to 47.2 percent. The performance level of white students also dropped slightly from 72.7 to 70.7 percent.

Table 26
CAASPP – ELA Performance Categories, Grade 11
By Percentage Meeting or Exceeding Standard
2015-17

	Not Met	Nearly Met	Met	Exceeded
2015	20	23	35	23
2016	16	22	35	28
2017	17	22	30	32
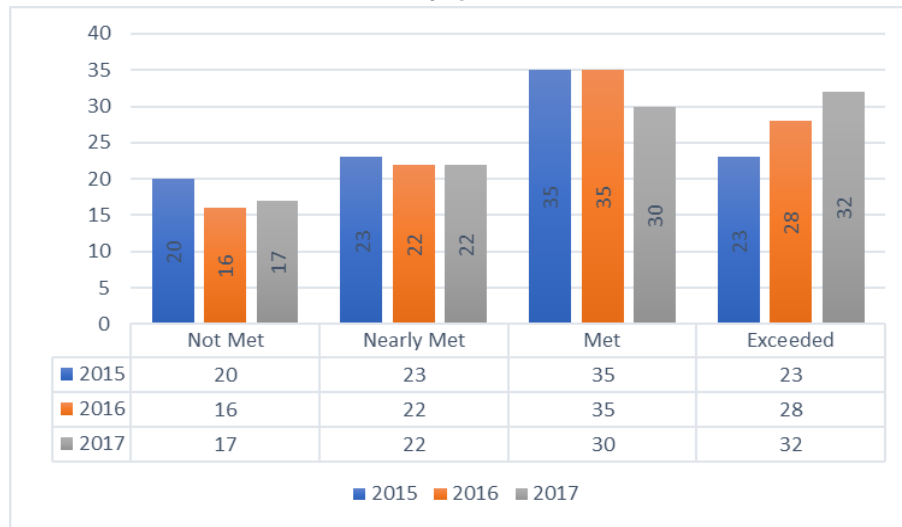
Since the implementation of CAASPP, the percentage of students exceeding standards has grown from 23 to 32 percent while the percentage of students not meeting standards has decreased from 20 to 17 percent. Nearly met remained constant at 22 percent and met standard decreased by five percent over the time period. Overall 62 percent met or exceeded standards in 2017 compared to 58 percent in 2015. The percentage of students who met or exceeded standards for EGUSD was 54 percent, indicating that LCHS students exceeded the district average by eight percent.

Table 27
CAASPP Math
By Percentage Meeting or Exceeding Standard
2015-2017

	LC	AA	AI	As	Fi	His	PI	W	Two	EL	F-Y	Ho	SED	SWD
2014-15	30.6	24.3	0.0	40.6	50.0	18.8	37.5	39.7	13.6	13.6	100.0	100.0	22.5	11.8
2015-16	31.5	9.1	33.3	56.1	37.5	21.9	0.0	48.1	24.1	16.7	0.0	50.0	19.3	0.0
2016-17	32.9	25.8		46.3	45.5		11.1	37.0	32.3				23.9	2.6
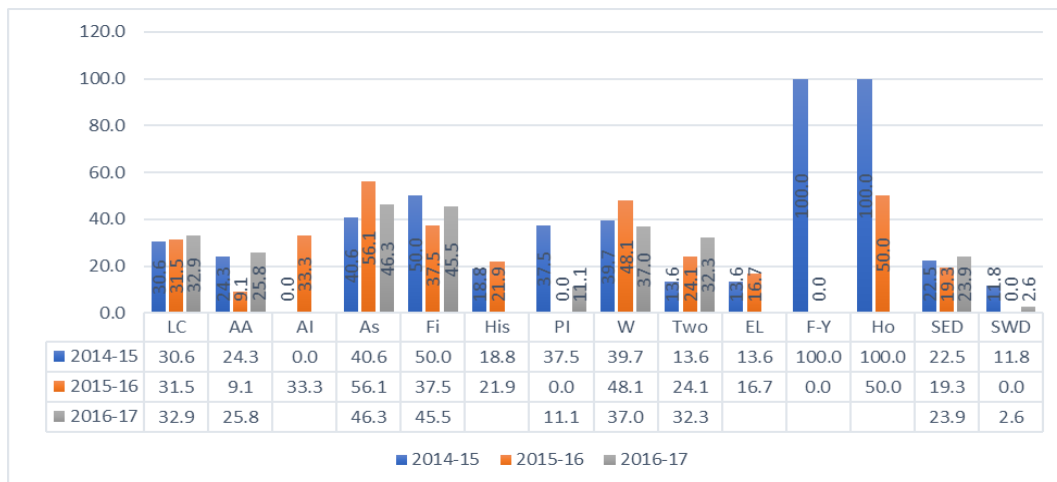
Data indicates that only 32.9 percent of LCHS students are meeting or exceeding the math standards on CAASPP. While it is slightly below the district of 34 percent, there is a large disparity between how well Asian (46.3 percent) and White (37 percent) students performed and that of African American students at 25.8 percent and Hispanic student who did meet or exceed the standard in 2017.

Table 28
CAASPP - Math Performance Categories, Grade 11
By Percentage Meeting or Exceeding Standard
2015-2017

	Not Met	Nearly Met	Met	Exceeded
2015	43	26	21	10
2016	41	28	23	9
2017	42	25	17	16
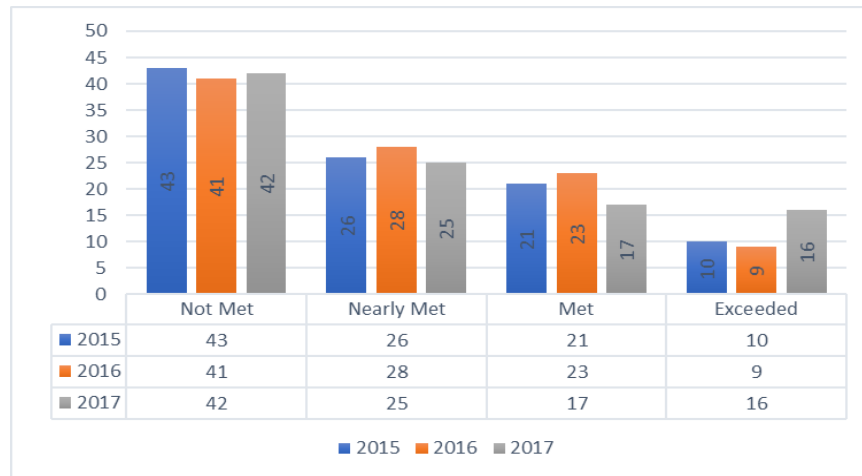
While the percentage of LCHS students who are exceeding standards in math has risen from 10 to 16 percent, it is not on par with the district rate of 21 percent. Further 42 percent of LCHS students have not met standards exceeds the district rate of 29 percent. As the transition from the algebra sequence to integrated math continues, Math Department staff believe the students' ability to think analytically and solve equations multiple ways will improve, impacting CAASPP scores.

Table 29
SAT Participation Rate
By Percentage and Ethnicity
2015-2017

	LC	AA	AI	As	Fi	His	PI	W	Two
2014	56	51	50	71	59	43	50	53	67
2015	55	46	50	74	71	48	67	49	46
2016	47	38	100	67	57	32	67	58	30
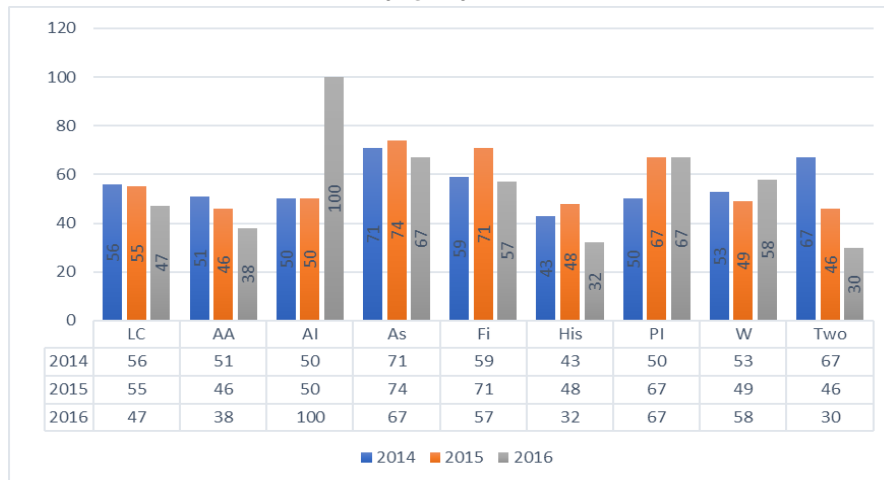
Participation rates decreased from 56 percent in 2014 to 47 percent in 2016. There was a decrease among students of color in most categories.

Table 30
SAT Average Performance Rate
By Ethnicity
2015-2017

	LC	AA	AI	As	Fi	His	PI	W	Two
2014	1476	1308	1950	1499	1498	1459	1530	1619	1422
2015	1479	1405	1850	1515	1457	1412	1445	1575	1440
2016	1505	1500	1130	1471	1496	1451	1465	1580	1583
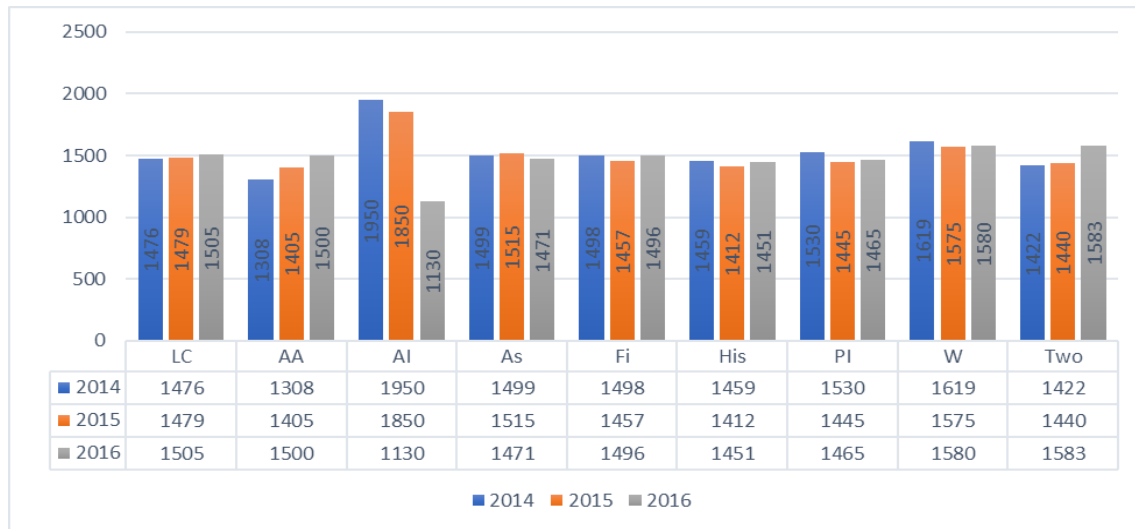
The performance rate of students taking the SATs during this period improved overall with the greatest gain among African American students while all other subgroups remained static or dropped slightly. The exception is the average for American Indians dropped substantially. The African American average increased by 192 points.

Table 31
ACT Participation Rate
By Percentage and Ethnicity
2015-2017

	LC	AA	AI	As	Fi	His	PI	W	Two
2014-15	33.0%	29.0%		47.0%	26.0%	29.0%	50.0%	32.0%	22.0%
2015-16	28.0%	27.0%		31.0%	32.0%	27.0%	50.0%	28.0%	8.0%
2016-17	23.0%	20.0%	100.0%	27.0%	21.0%	20.0%	44.0%	28.0%	17.0%
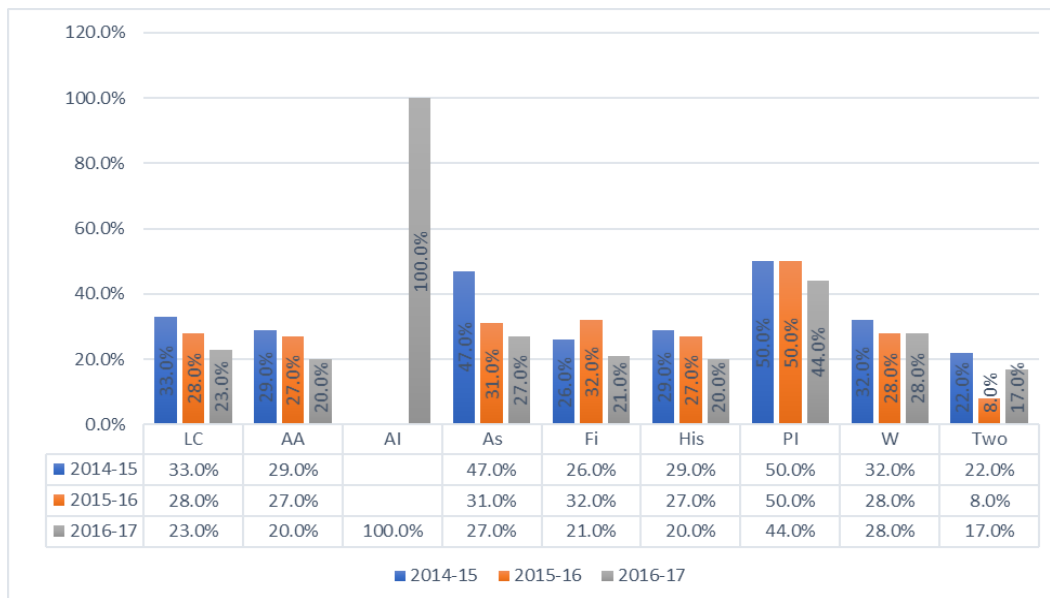
ACT particpation rates decreased by 10 percent during this period, which was across all sub categories.

Table 32
ACT Average Performance Rate
By Ethnicity
2015-2017

	LC	AA	AI	As	Fi	His	PI	W	Two
2014-15	22.2%	18.7%		23.4%	22.4%	21.7%	22.3%	24.4%	21.0%
2015-16	22.4%	20.8%	19.5%	23.0%	24.1%	19.8%	20.7%	25.5%	21.0%
2016-17	23.7%	21.9%	15.0%	25.4%	23.7%	21.8%	23.0%	25.6%	25.3%
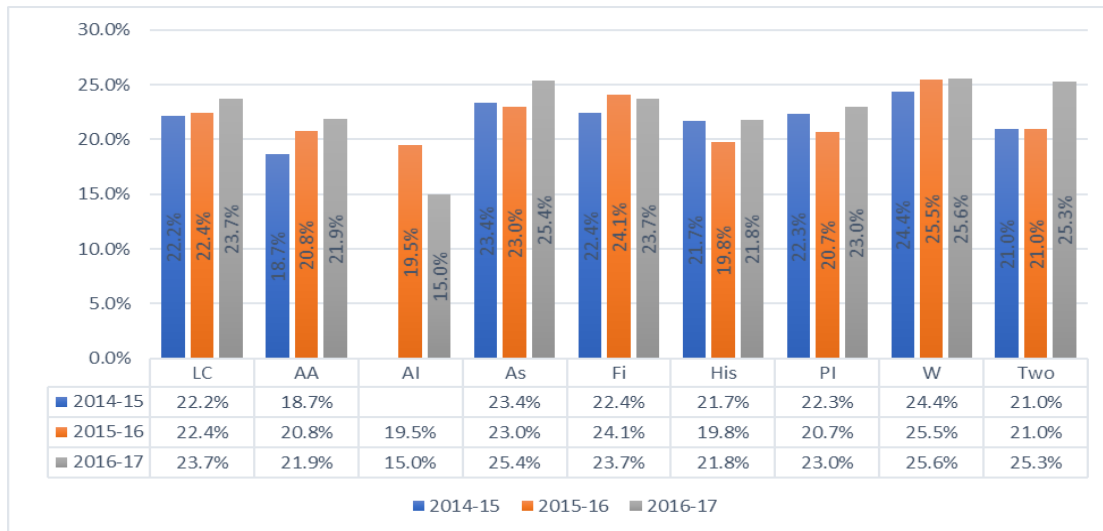
The average ACT performance rate increased slightly. Again scores among African American students increased by 3.2 percent while other subgroups remained within one percent fluxuation rates.

Table 33
CSU Early Assessment
For ELA
2013-2015

CSU EARLY ASSESSMENT PROGRAM ELA

■ Conditionally Exempt   ■ Exempt

	State			County			District			Laguna Creek		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Exempt	15	15	33	15	15	31	17	16	36	18	17	35
Conditionally Exempt	23	25	23	23	26	21	25	29	26	24	32	23
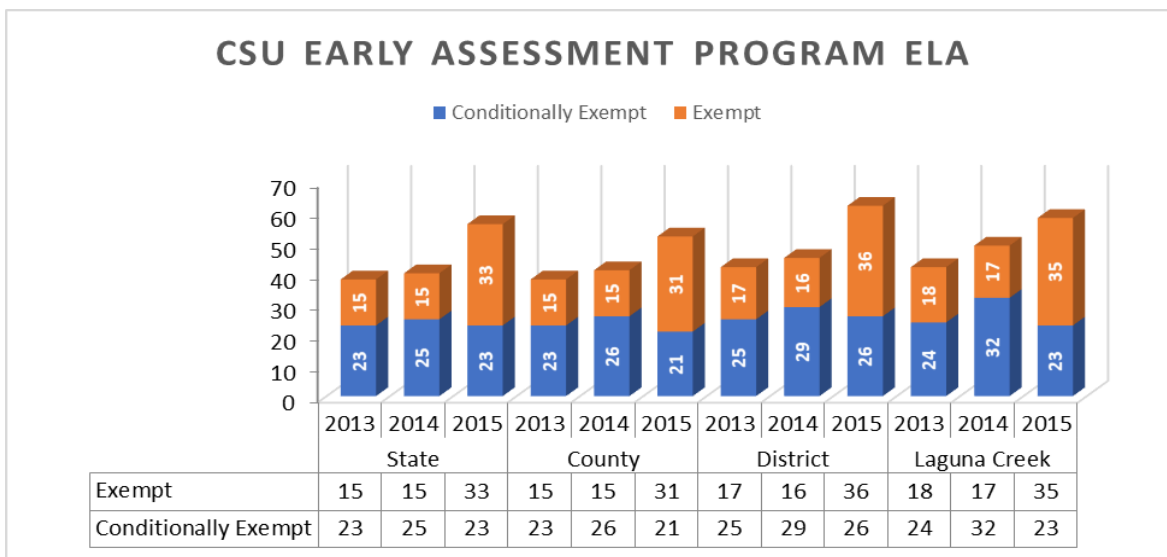
EAP data indicates LCHS students are on par or slightly above state and county rates and slightly below EGUSD in 2015.

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Table 34
AP/IB Exams – Percentage of Students with Passing Score
Based on percentage of graduates
By Ethnicity
2015-2017

	LC	AA	As	Fi	His	PI	W	Two	SED
2014-15	25.2	17.1	33.7	27.6	20.7	16.7	34.3	10.0	20.0
2015-16	23.8	19.5	37.5	44.0	9.9	44.4	23.9	19.0	20.8
2016-17	26.1	10.3	46.0	26.7	20.5		34.3	17.2	22.7
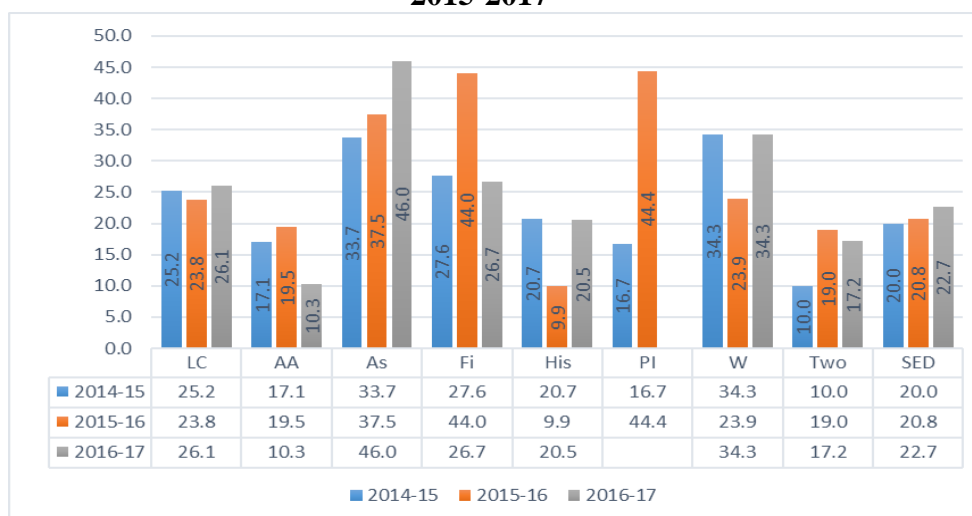
The percentage of graduates passing either AP or IB exams continues to increase; however, data indicates that percentage of African American students passing the exams fell during 2016/17 while other subcategories remained consistent. Scores for Asian students increased to 46 from 33.7 percent during the same time period.

Table 35
Breakdown of IB Exams taken and Passed
By Subject Matter for
2016/17

	ELA A1 Lit HL	Frch B SL	Japan B SL	Span B SL	Hist Rt 2 HL	Bio HL	Bio SL	Chem HL	Chem SL	Math HL	Math SL	Math St SL	Dance SL	Music GrP erf SL	Vis Arts HL	Vis Arts SL
# Enrolled	111	34	9	20	81	29	18	10	19	11	20	89	3	9	11	14
# Tests Taken	91	19	6	20	65	25	15	10	14	11	16	32	3	1	8	9
# Passed	86	9	6	19	56	12	13	10	10	11	9	31	3	1	6	7
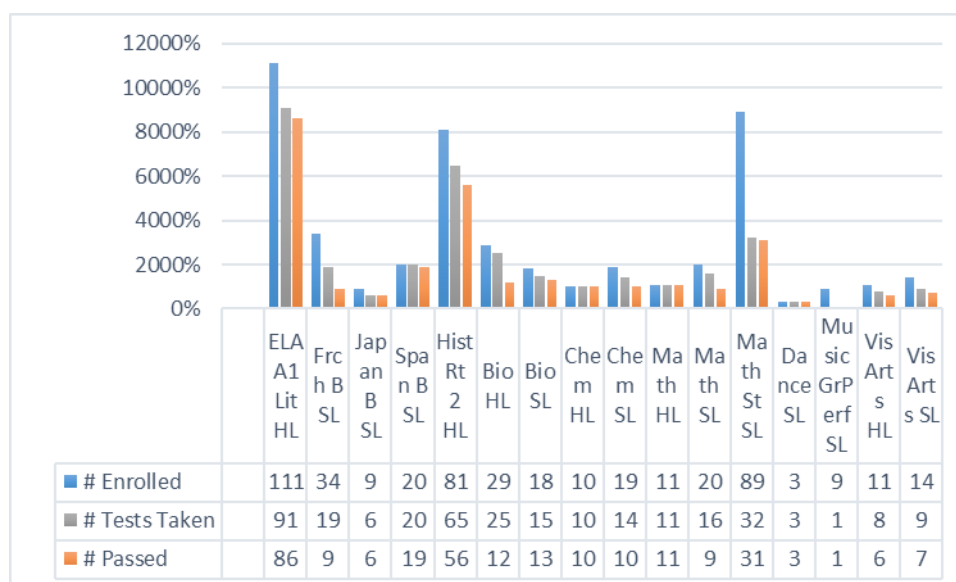
Data for IB exams taken by subject matter indicate the majority of students who completed the second IBDP class for each subject took the exam. With one of the largest course enrolments, 36 percent of IB Math Studies SL students opted not to take the exam; however, the pass rate among those taking the exam were excellent with only

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one student failing. Most other subjects experienced a 80 percent or more of the students taking the exam. Most areas experienced good passrates. Last year there was a slip in the number of students passing French exam and the pass rate for IB Biology HL continues to have low performance with only 48 percent of those taking the exam passing.

Table 36
Progress Towards English Proficiency
By Percentage
2015-2017

	2014-15	2015-16	2016-17
■ Progress	53.3%	60.0%	70.8%
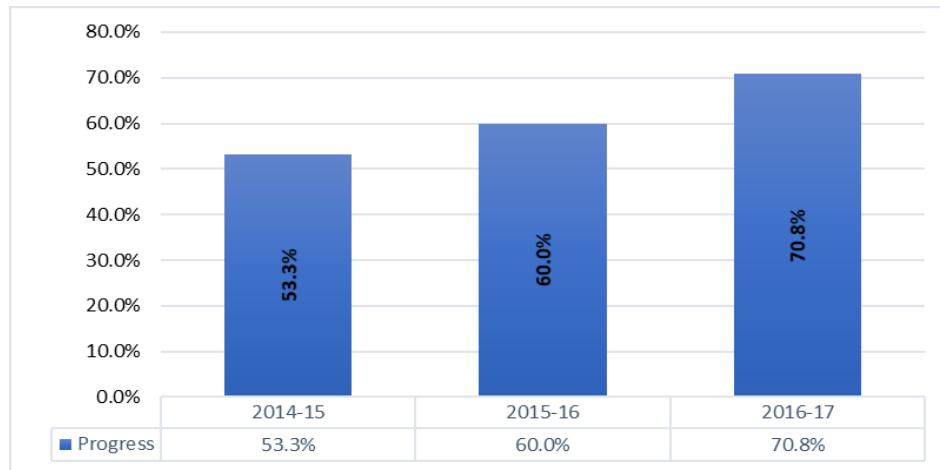
Data for EL students progressing toward English proficiency illustrates consistant growth from 2015 to 2017 with a total gain for 17.5 percent.

Table 37
Redesignated English Learner
By Percentage
2015-2017

	2014-15	2015-16	2016-17
■ Redesignated English Learners Redesignated	3.1	4.3	19.0
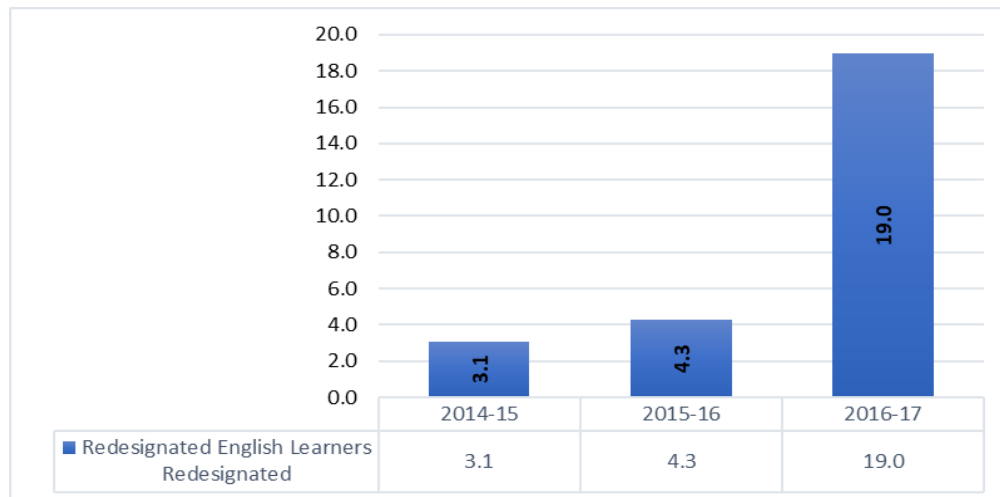
Data illustrates a significant growth in the number of El students being redesignated. During this period, there was 15 percent students being redesignated.

Prior to the change to CAASPP, EGUSD had several progress assessments that were used FAST, EGMAP, and department benchmark exams. With the shift to CAASPP, these assessments were phased out as they were aligned to CSTs. Moreover, LCHS staff have focused on the development and implementation of GRASPS assessments aligned with IB and to new curricula for each of the departments. As a result, there is no recent data that can be utilized for comparison during this transition period. To identify students who are reading below 6th grade level, district is utilizing CAASPP data and a variety of other data points to determine which students need support. The same is done to identify students for math support who are below 7th grade standards.

Keeping with the Office of Civil Rights guidelines, LCHS does not utilize tests for course placement. As a general practice, all students are encouraged to challenge themselves to take higher level courses. Teachers and counselors do utilize course performance and teacher recommendations to identify students who should attempt higher level course as well as identify students who may need additional support. If a student is not demonstrating any academic success, they may be recommended for a student study team meeting where the further diagnostic evaluation would be determined by the team which includes the student and parents.

Table 38
Percentage of all Ds and Fs
Math and English
2012-2017

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All % D & F	21.8%	19.58%	19.1%	19.8%	20.1%	17.5%
Eng & Math % D & F	29.8%	27.3%	28.1%	30.1%	30.0%	23.7%
Eng % D & F	26.0%	22.09%	22.2%	25.4%	26.6%	23.4%
Math % D & F	33.6%	32.43%	33.9%	34.8%	33.4%	24.0%
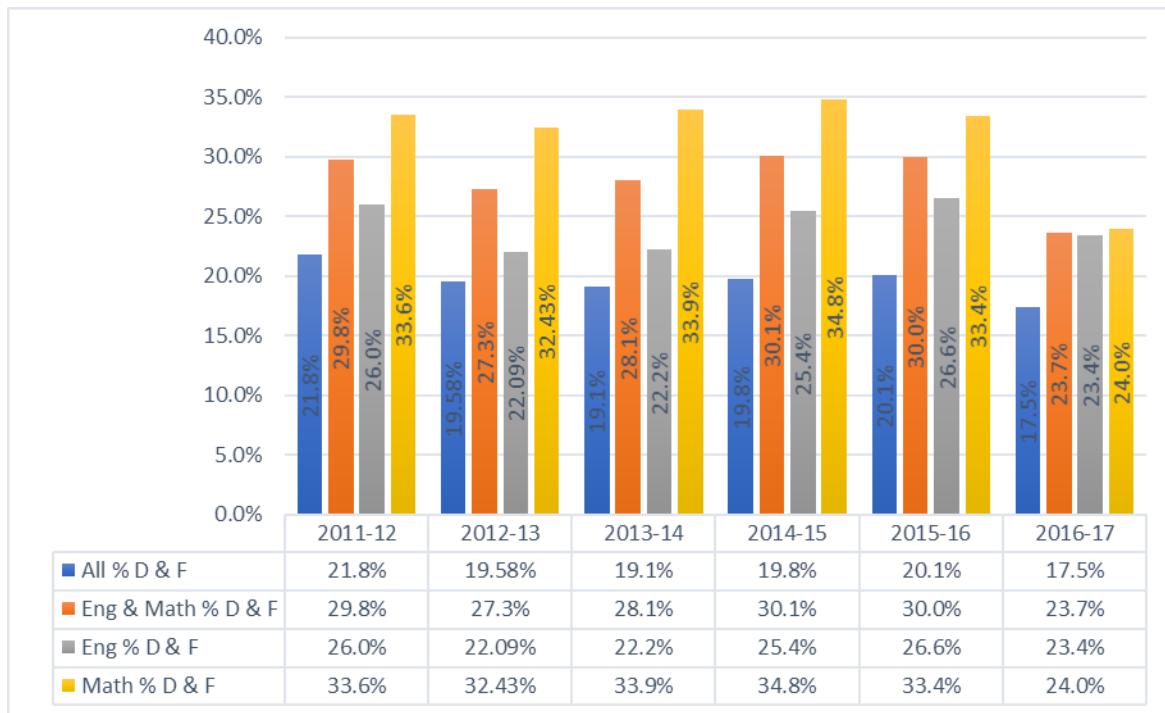
Since the transition to the alternating schedule, the percentage of students earning a D or F has decreased to 17.5 percent. Staff attributes this change to having continual contact with students throughout the school year. Moreover, the percentage of Ds and Fs in both math and English have decreased during this time period. Again staff attributes this change largely to yearlong student contact; however, both departments continue to refine intervention classes which provide additional supports to students who are struggling. Additionally, in the past two years, math teachers are identifying students prior to the end of first semester who are struggling at the honors level, and in some cases the CP, and reevaluating their placement for the second semester.

5. LCFF Priority 5 – Pupil Engagement

Table 39
Graduation Rate: Percentage of graduation rate
By Ethnicity
2014-2017

	Dis	LC	AA	AI	As	Fi	His	PI	W	Two	EL	F-Y	Ho	SED	SWD
2013-14	94.3	95.1	95.2	0	93.6	92.6	100	0	91	100	87.8	0	0	93.8	83.9
2014-15	94.1	96	90.9	0	98.9	93.6	97.9	0	97.9	95	96.6	0	0	95	80.6
2015-16	94.7	94.6	89.5	100	98.5	92.6	97.6	100	93.5	95.5	92.5	66.7	75	93.8	70
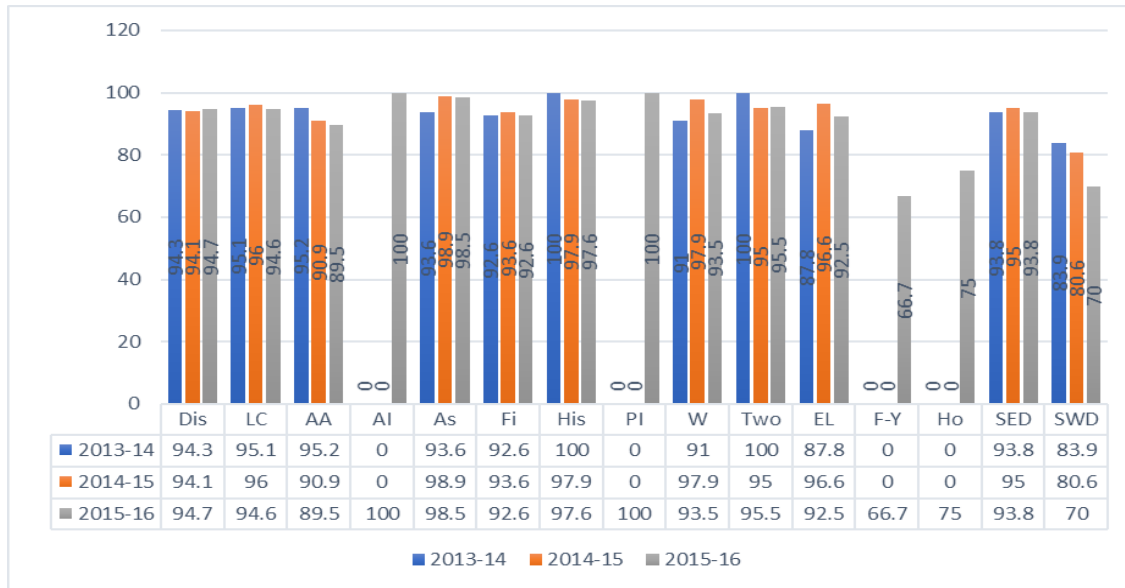
This past year LCHS's graduation dipped slightly to 94.6 percent largly because two fith year seniors were transferred to LCHS. Typically the graduation rate is consistently around 95 percent or more. The last time LCHS's graduation rate was below 95 percent was 2012/13.

Table 40
Chronic Absenteeism
By Grade Level
2015-2017

	9th	10th	11th	12th
2014-2015	78	97	91	123
2015-2016	70	89	128	105
2016-2017	54	60	83	102
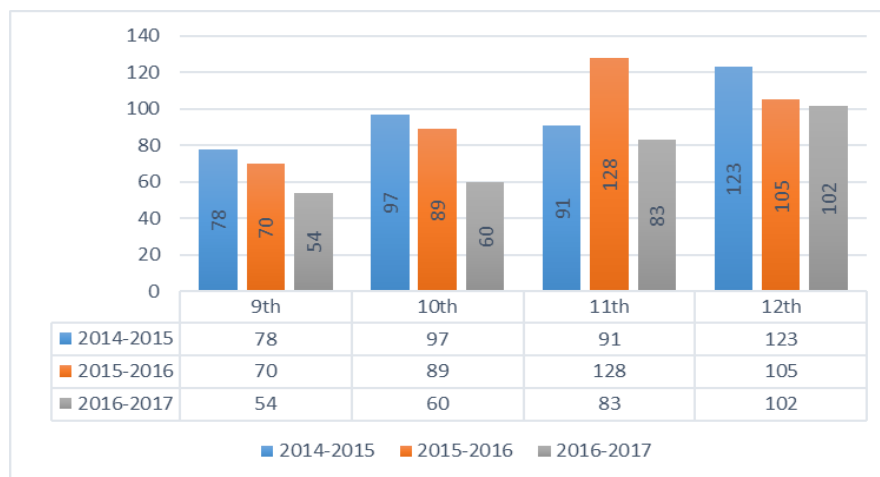
Data indicates to rate of chronic absenteeism continues to trend downward. The efforts of the PBIS staff contacting

truant student parents as well as the efforts of the district truancy officer are having a positive impact on cronic absences especially among the lower grades.

Table 41
LCHS Dropout Rate:
Number of student dropouts and graduation rate
By Grade Level
2014-2017

	Grade 9	Grade 10	Grade 11	Grade 12	Total Dropouts	Grade 12 Graduates
2013-14	0	2	3	5	10	313
2014-15	0	1	2	5	8	407
2015-16	2	0	4	5	11	350
2016-17						
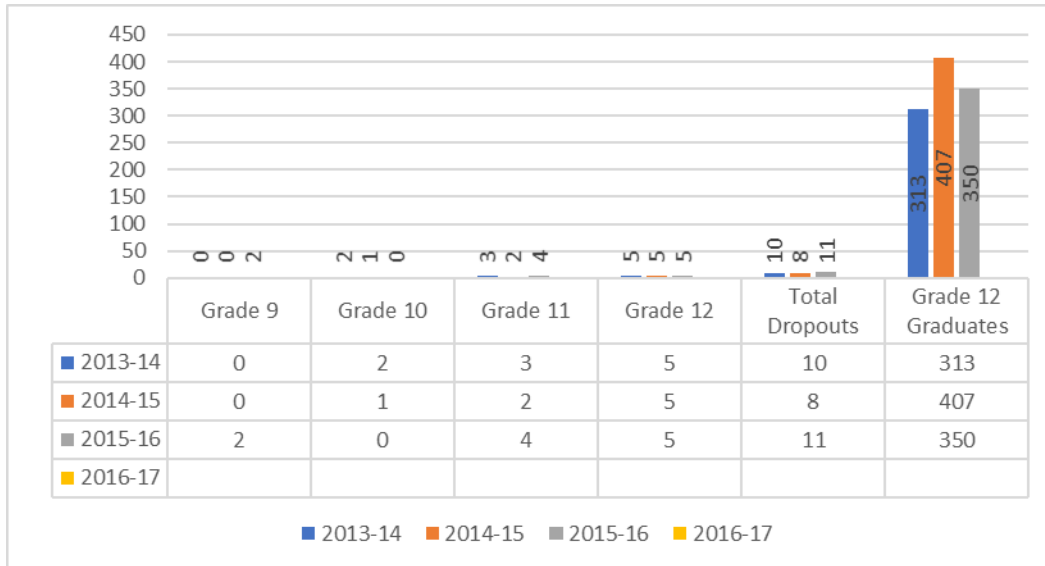
Data indicates, the average dropout rate is 10 students annually. This is down from an average of 15 students per year during last review cycle.

Table 42
Tardiness Rate
For all periods
2014-2017

	9th	10th	11th	12th
2014-2015	4059	3906	3378	3682
2015-2016	5236	5817	5103	4520
2016-2017	8792	7832	7236	8032
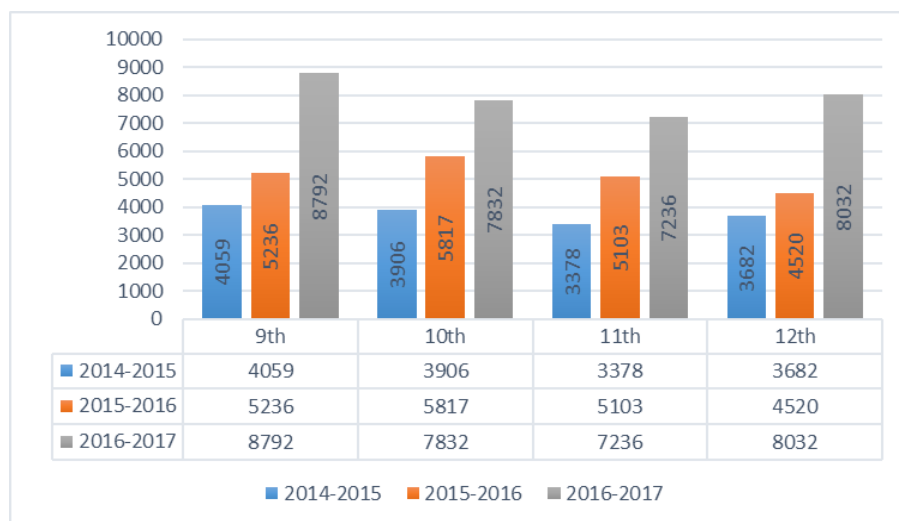
Tardiness is the number of students who show L (Late) or B (Beyond 30 minutes late) absence codes throughout the year. Data illustrates that tardy rates are significantly on the rise. Midway through the 2015/16 school year there was

a change in the tardy policy in an effort to get students to their first class more efficiently rather than waiting in lines to obtain a tardy pass for first period. The bulk of the tardies are first period tardies, which indicates the new policy is flawed in the tardy rate has nearly doubled.

Table 43
LCHS Percentage of Actual Attendance
By Ethnicity
2015-2017

	Dist.	LCHS	Afric. Amer.	Amer. Indian	Asian	Filipino	Hispanic	Pacif. Isldr.	White	Two or More	EL	Foster Youth	Homeless	SED	SWD
2014-15	95.8%	95.9%	95.5%	96.9%	97.1%	97.0%	95.6%	96.8%	95.6%	94.8%	96.2%	90.5%	95.4%	95.4%	93.2%
2015-16	95.9%	96.1%	95.1%	94.7%	97.5%	97.8%	96.0%	95.9%	95.7%	96.0%	96.3%	90.5%	91.0%	95.6%	94.1%
2016-17	95.8%	96.2%	95.7%	94.9%	97.4%	97.6%	95.8%	95.1%	95.7%	96.3%	95.5%	93.0%	92.9%	95.6%	94.0%
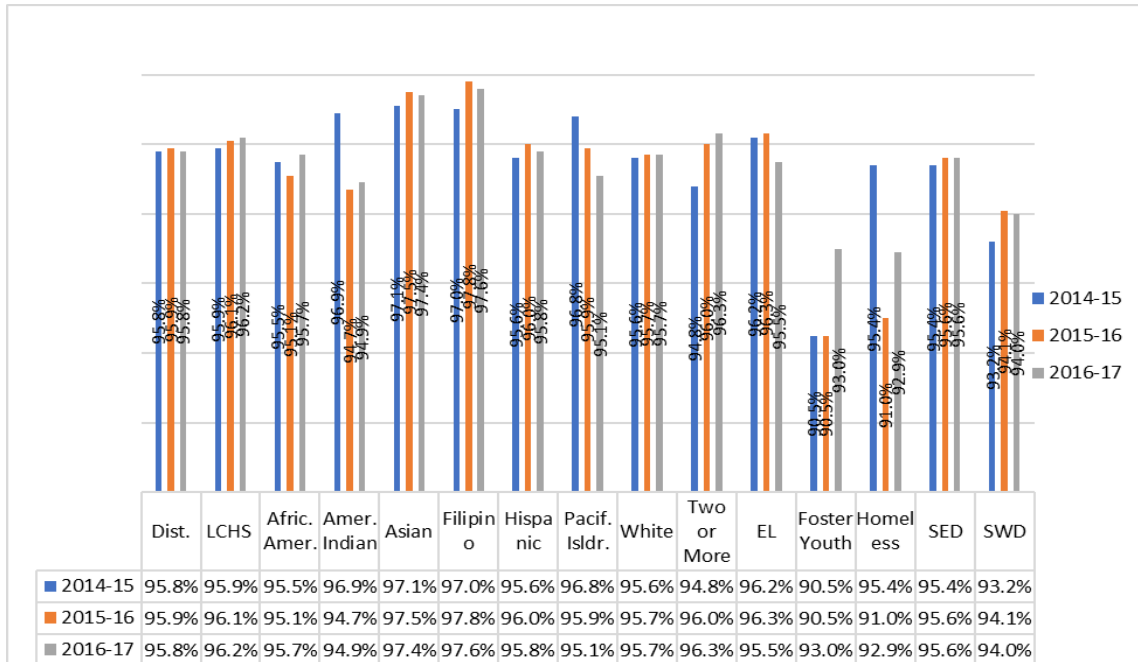
The attendance rate continues to increase as staff works to decrease truancy. Data illustrates that more students are coming to school every day; however, there are large numbers of students arriving to school late. Moreover, site attendance is slightly above the district, and each subgroup continues to improve.

6. LCFF Priority 6 – School Climate

Table 44
LCHS Suspension Rate
By Ethnicity
2015-2017

	LC	AA	AI	As	Fi	His	PI	W	Two
2014-15	227	96	0	13	6	42	3	26	41
2015-16	175	75	2	11	5	42	3	19	18
2016-17	156	82	1	3	2	25	0	30	13
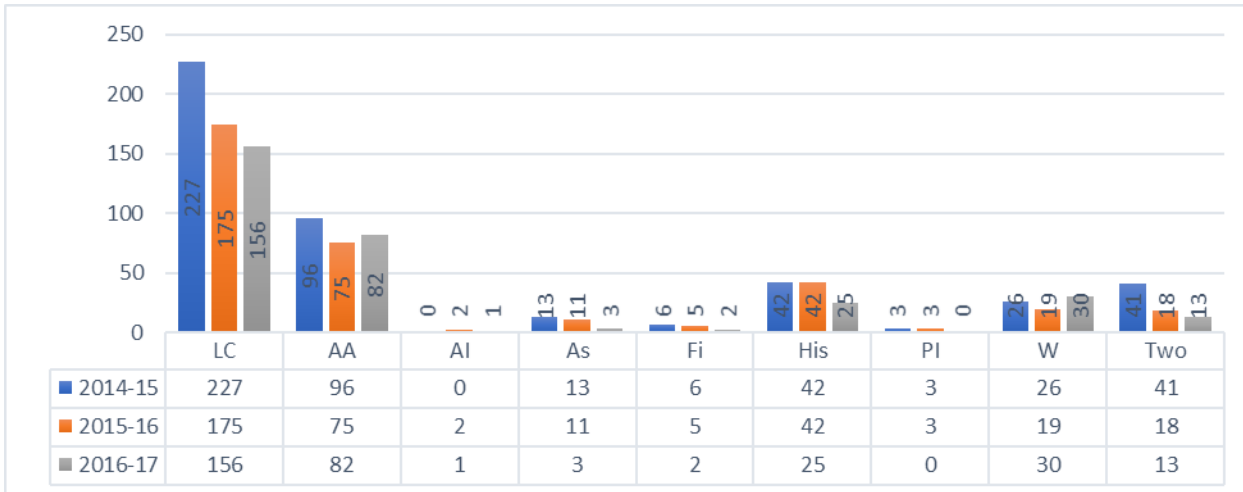
Overall suspension rates continue to decrease as the PBIS and Restorative Justice practices are implmented at LCHS, dropping by 61 between 2014/15 and 2016/17, which is down from 379 suspensions in 2011/12. Suspensions among subgroups continues to decline while suspensions for white students has increased during this time period. However, African American students continue to be suspended at a higher rate tha all other categories.

Table 45
LCHS Expulsion Rate
By Ethnicity
2014-17

	LCHS	AA	As	Fi	His	W	SWD
2014-15	2	0	0	1	0	1	0
2015-16	2	0	1	0	1	0	0
2016-17	2	1	0	0	0	1	1
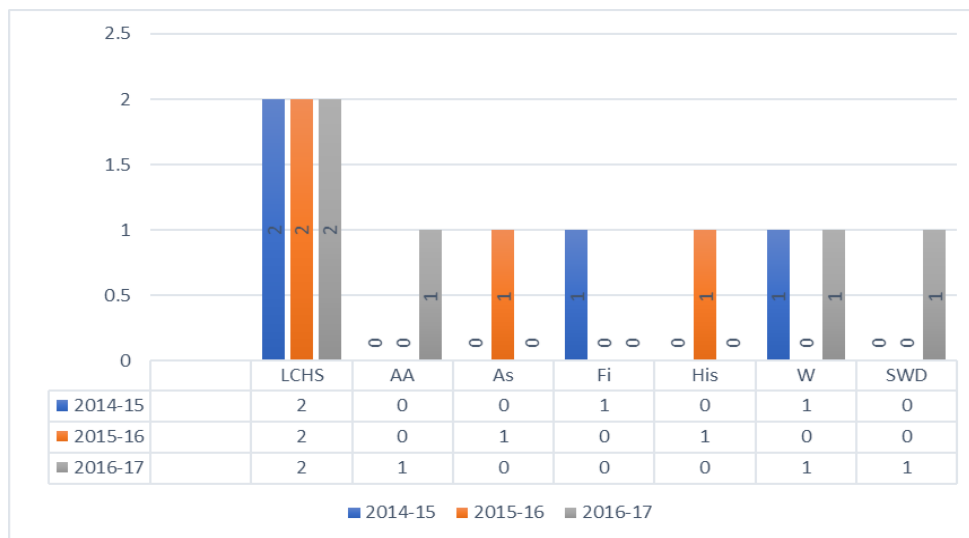
Since the implementation of PBIS and Restorative Justice practices, the number of students expelled has decreased with no more than two students being expelled each year during this period. In 2011/12, prior to implementing these policies, the expulsion rate was eight students.

Table 46
Number of Referrals
2015-2017

	2014-2015	2015-2016	2016-2017
■ # of Referrals	706	289	288
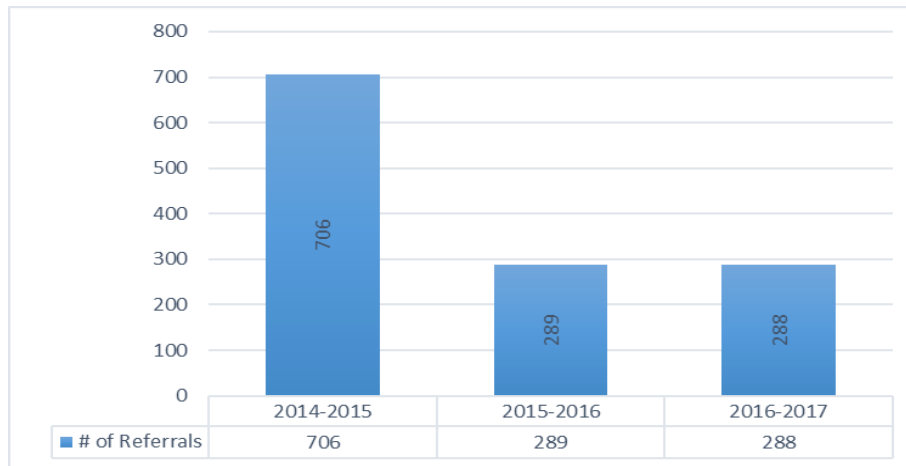
The number of referrals has decreased since the implemenation of PBIS in the classrooms. In 2014/15 there were 706 teacher and administrative referrals. In 2015/16, there was a substantial drop in the referal rate, which can be attributed to use of PBIS strategies in the classroom but also to the opening of On Campus Suspension (OCS) room.

Table 47
Number of Students
Sent to OCS
2016-2017

	2015-2016	2016-2017
■ Sent to OCS NA	1125	1310
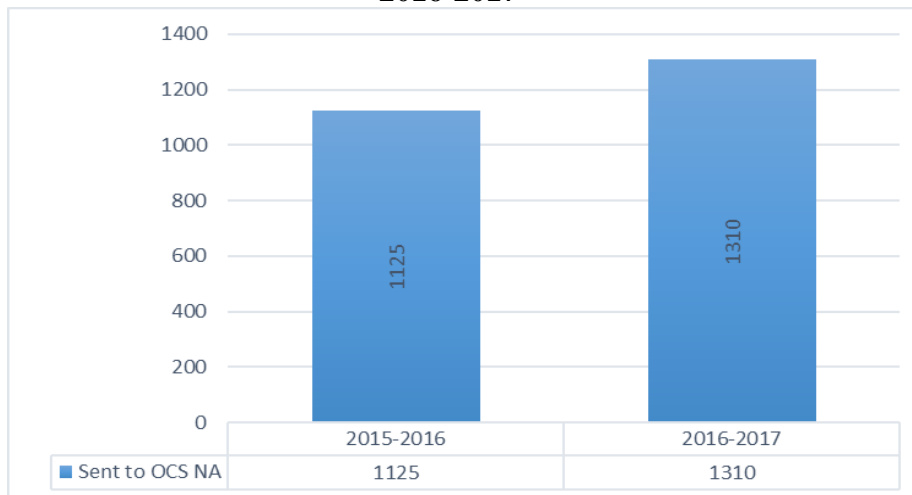
LCHS staff voted to create OCS. Teachers may send students to OCS for classroom behaviors and disruptions that fall within the minor category, which is defined as not requiring to be addressed by an administrator immediately. The PE department may also send students to OCS who have three or more non-suits. When a teacher sends a student to OCS, they must contact parents and send work with the student.

Table 48
Number of Students
In School Activities
2017
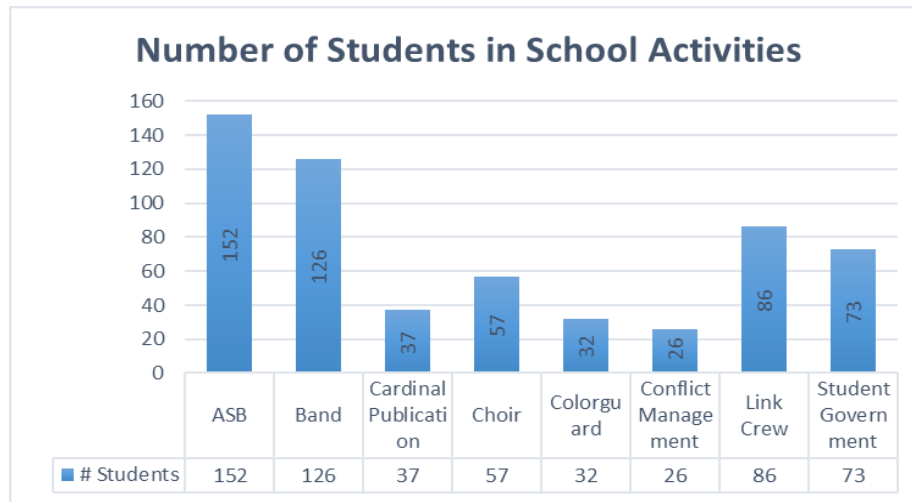
Based on a PBIS survey completed last year, 589 LCHS students are engaged in a school sponsored activity that is linked to a course that meets within the regular schol day, which is 32 percent of the student population.

Table 49
Number of Students
On a Sports Team
2017
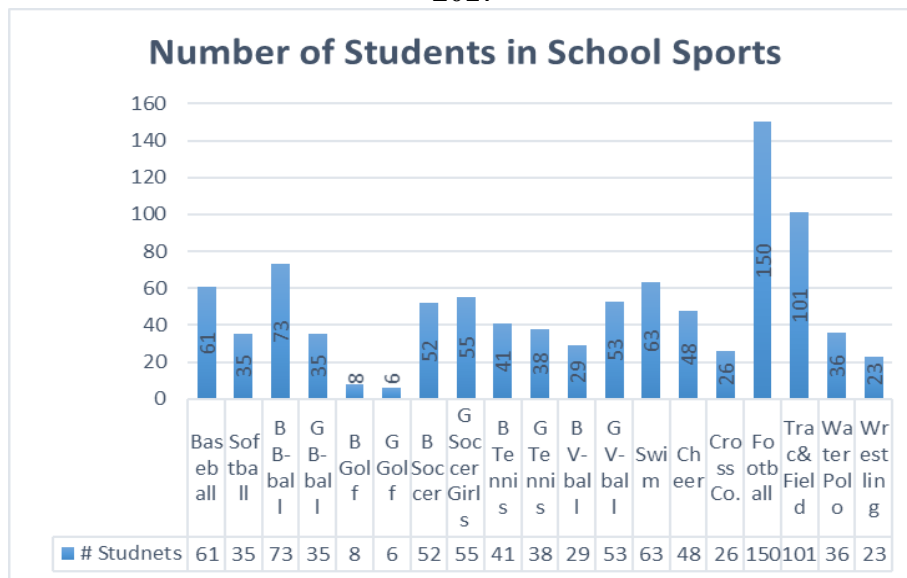
Based on a PBIS survey completed in 2017, 933 LCHS students are engaged in a school sponsored team sports, which is slightly over 50 percent of the student population.

7. LCFF Priority 7 – Access to a Broad Course of Study

Table 50
Percentage of Students
Enrolled in Los Rios Community College District

	Total Enroll at Los Rios CC	Proportion Enrolled at Los Rios CC	% Success Rate	% Persistence Rate
2015 Grads	154.0	37.5	70.4	91.9
2016 Grads	131.0	37.4	67.4	87.0
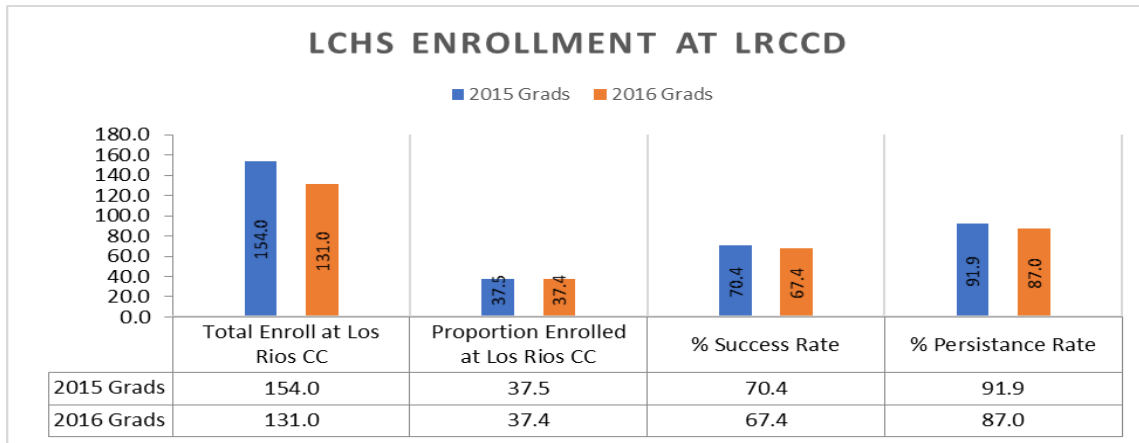
Data from the Los Rios Community College District indicates that approximately 37 percent of LCHS graduate enroll in the local college district and that the persistance rate is 87 percent.

Table 51
Percentage of LCHS Students
Completing CTE Sequence
2016-2017

	LC	AA	AI	As	Fi	His	PI	W	Two	EL	Ho	SED	SWD
2015-16	8.9	3.9	0.0	6.3	8.0	11.1	0.0	14.1	14.3	5.6	33.3	9.0	12.0
2016-17	24.4	11.5	0.0	30.2	26.7	31.6	0.0	32.4	27.6	7.7	50.0	22.7	14.9
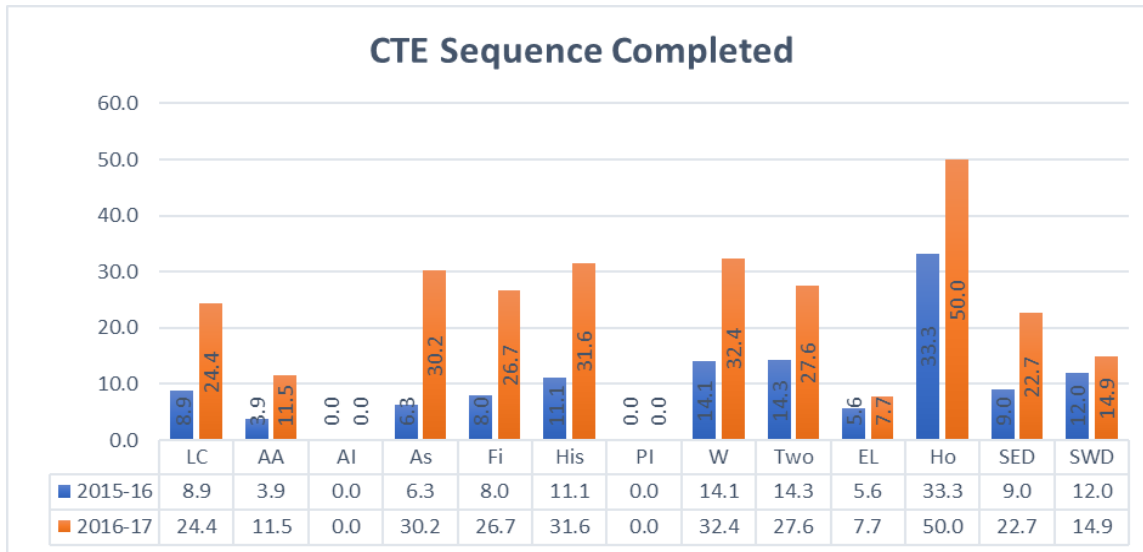
The district just began collecting data regarding the CTE Sequence and a quarter of the LCHS students taking CTE courses are completing the full sequence of CTE courses that lead to earning graduation cords and certificates of completion.

Table 52
LCHS Students Meeting UC/CSU
A-G Course Completion
By Ethnicity
2014-17

	Dis	LC	AA	AI	As	Fi	His	PI	W	Two	EL	F-Y	Ho	SED	SWD
2014-15	53.2%	56.5%	35.6%	50.0%	70.3%	56.0%	44.1%	75.0%	70.5%	61.1%	23.8%	0.0%	0.0%	47.9%	7.7%
2015-16	54.5%	60.6%	48.8%	100.0%	73.3%	76.7%	55.4%	83.3%	60.6%	42.1%	40.7%	25.0%		54.2%	18.5%
2016-17	52.6%	54.7%	42.9%	100.0%	65.6%	75.0%	39.5%	77.8%	69.0%	40.9%	7.1%	50.0%	66.7%	46.6%	12.0%
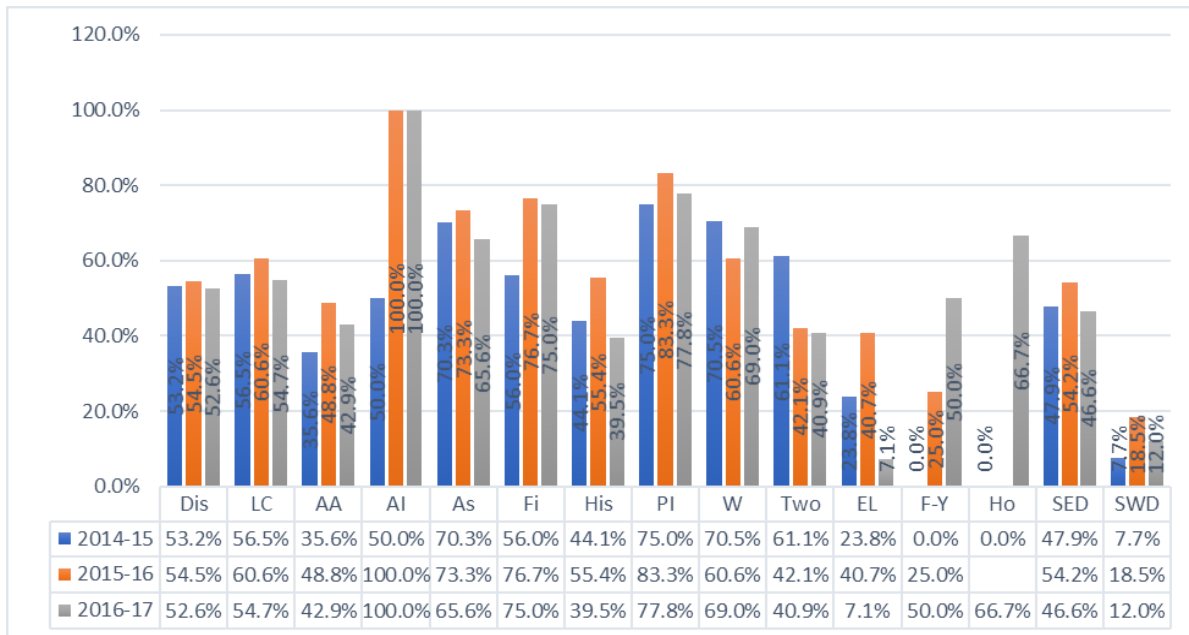
According to the data, LCHS students are meeting a-g course completion requirements for UC and CSU eligibility at a higher rate than the district. For the past several years there was a steady increase in the percentage of students meeting the requirements to attend a UC or CSU with the high of 60.6 percent in 2015/16; however, there was a dip in 2016/17 back to 54.7 percent. During this period there was a dip in the number of students who took SATs and ACTs, so there likely is a correlation in students meeting the A-G requirements and the dip in SAT and ACT participants.

A review of the LCHS data confirmed that LCHS students are not performing as well on CAASPP as desired; however, student performance is generally on par with the district and state. Staff is aware that there has been little focus specifically given to improving CAASPP scores since its adoption. Rather staff has focused their attention primarily on the adoption and implementation of new curricula in each of the departments to align with CCSS. Within this effort, staff is reviewing data at the PLC level to adjust pacing, instruction, and assessments. Staff also have focused much of their attention on the shift to and the implementation of IB MYP strategies in preparation for the IB certification visit that took place this fall, 2017/18. Moreover, the shift away from the former CST system to newly CCSS aligned curricula and staffs' efforts to develop new lessons and assessments exemplifies why there is limited data over the past three years for each of the departments. Additionally, the district suspended former districtwide benchmark assessments once the transition to the new state assessments were underway as the assessment markers were no longer relevant. To date, the district assessments have not been replaced, but work is underway to develop new districtwide assessments.

Data also illustrated that the PBIS practices are having a positive impact with students as discipline, suspension rates, and expulsion rates have declined and student academic performance is improving which is partially validated by the reduction of the D/F rate.

One unexpected surprise was the data revealed that an effort to get more students into class quickly for the first period of the day actually led to an increase in the tardy rate over the past two years.

Chapter III: Self-Study Findings

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

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
Laguna Creek High School's mission is *Making Great Things Possible*, and it is the creed that drives decision-making and practices. We see this belief reflected in the variety offerings including the school's academies, its International Baccalaureate Programme and its broad selection of A-G courses. Students are able to select from a variety of options that enable them to pursue their passion while experiencing high-quality academic standards and instruction. The vision statement was revised over the course of the past two years to encompass the values of LCHS, the community, the Elk Grove Unified School District's Graduate Profile, and EGUSD's 4 E's: Every Student, Every Classroom, Every Subject, Every Day, and IB Learner Profile. Each of these documents outline what students should know and be able to demonstrate upon the completion of their high school experience. These documents help guide teacher practices and instruction. The development of the revised vision statement was significantly influenced by the aforementioned documents in an effort to support daily instructional practices especially as they relate to the implementation of the IB Programme schoolwide. The leadership team and staff began the revision of LCHS's vision statement during the 2015/16 school year. The work began with the Professional Learning Community collaborative group asking the question: "what would an ideal school look like?" After presenting the concept to the leadership team, the PLC collaborative team members posed the question to staff, parent/community groups, and students. Each group engaged in an activity to identify the key elements of their ideal school; this information was evaluated along with the site, district, and IB guiding documents; it was categorized into several areas; and then presented back to each stakeholder group. Multiple revisions were made with ongoing feedback before adopting the final vision statement during the 2016/17 school year, which we believe reflects the interests of the students and community, the district LCAP (graduate profile and 4Es) and the global competencies of the IB Programme, which are grounded in educational research. The Student Learning Outcomes (SLO) formerly known as ESLR's were also revised during 2016/17. In an effort to streamline the number of guiding documents,	•Mission •Vision •Student Learning Outcomes •IB Learner Profile •EGUSD 4E's •EGUSD Graduate Profile •LCAP •Leadership Agendas •PLC Agendas •Staff Meeting Agendas

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stakeholder groups were asked to compare the elements of the ESLRs with the characteristics of the IB Learner Profile and evaluate whether there were corresponding attributes. Through an interactive process, each stakeholder group determined that there were overlapping/corresponding characteristics between the site's 2012 ESLR's and the IB Learner Profile. In order to revise and focus LCHS's work, each stakeholder group agreed to adopt the IB Learner Profile as LCHS's SLO, which staff actively began implementing in every classroom during the 2016/17 school year.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
LCHS has effective processes in place for engaging all stakeholders in the review and development of the school's vision, mission and SLOs. This process was further emphasized during the IB authorization process for both the Diploma Programme (11-12) and the Middle Years Programme (9-10). As a regular practice, LCHS leadership meets monthly, information is shared, and representatives relay the information to their respective departments. Site administration also meets regularly at the site and district level. Information is further shared with students via Advocacy classes, Schoolloop (past)/Synergy (present), and surveys. Administration also actively meets with a variety of parent and community groups to share information and gain feedback. After the mid-cycle report, EGUSD sponsored regional PLC trainings. Representatives from each core department and the administrative team met monthly with their counterparts from the middle and elementary schools in the Laguna Creek Region to review site and regional approaches to learning. The district's investment in the PLC work was beneficial. Through this process the LCHS PLC collaborative team was formed and held monthly site meetings. The focus of the PLC collaborative team began with the review of the mission and vision statement. Additionally the IB Diploma Programme staff (coordinators and DP teachers from each content area) have held monthly meetings since the adoption of the IB Programme to review the IB Learner Profile, Approaches to Learning, and other policies. Both the PLC collaborative team and the IB DP team representatives provide updates and recommendations to the LCHS leadership team monthly. Department chairs are charged with sharing information and soliciting recommendations from their department to report back on staff preferences. Information also is shared at staff meetings via presentation and/or an interactive process, as was done with both the revised vision statement and the SLOs. Through the MYP authorization process and collaboration with Harriet Eddy Middle School, all teachers have also participated in vertical and departmental alignment to ensure consistent expectations for each student.	•LCAP •IB Learner Profile •Approaches to Learning •EGUSD 4Es •EGUSD Graduate Profile •ESLR/SLO •Leadership Meetings •School Site Counsel •Cardinal Coffee Chats •Advocacy Lessons •Department Meetings •Booster Club Parent Meetings •ASB •LCHS Website

Similar processes also were employed with different parent groups that included Community Volunteer Recognition Night, Concerned African American Parents (CAAP), Booster Clubs, Cardinal Café Chats, and surveys. Students also had opportunities to provide feedback regarding the mission, vision, and SLOs through the survey process, presentations during Advocacy, and interactive processes that included Link Crew, ASB, AVID, and a variety of other student groups and clubs.

Each group provided rich feedback that led to multiple drafts of LCHS's mission, vision, and SLOs. Each group was asked to identify elements of what they envisioned as their ideal school. Those ideals were compared with the site and district LCAP, the district's 4Es and Graduate Profile, as well as IB's Learner Profile and Approaches to Learning documents. The information was delineated and presented back to each group for comments, which were integrated into the final documents. As a result, key stakeholder groups were able to provide input multiple times, adding to the comprehensiveness of the revised vision statement that reflects a combination of LCHS student/community profile, EGUSD guiding documents, and the IB Programme. The process also lent itself to the decision to adopt the IB Learner Profile as LCHS's SLOs.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

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

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

Findings	Supporting Evidence
Teachers, administrators, students, and parents make up a school site council which helps to create and drive the LCAP funding decision-making process. The group meets monthly to discuss and evaluate the activities, plans, procedures, and future ideas for the school especially as they relate to providing support for EL, economically disadvantaged, Special Education students, and foster youth. This provides for regular ongoing input from parents, students, community members, staff and administration. LCHS has three academies: MPTA, GETA, and SCA. Each academy has an advisory board that includes staff, students, administrators, parents, and representatives from the business community. Generally the advisory boards meet a few times a year to review school's vision in conjunction with the mission and vision of the academy. Each academy has ties to the business community to promote internships for students so they have the opportunity to learn the academics and gain the hands-on experience. These past two years the coordinators from MPTA and GETA have formed close ties with Lennar and Villara to assist in the building of tiny homes. MPTA and GETA hosted industry-based and led workshops for students after school on a monthly basis. These industry partners also offered in summer internships and participated in advisory board meetings. Industry partners assisted, donated, and mentored students during the construction of two Tiny Homes for Homeless Veterans throughout 2017 and are	• Academy Advisory Boards • For MPTA, GETA, and SCA student interns in the Lennar Summer Internship; one in 2016 to twelve in 2017. • MPTA partnership with Lennar Homes and Villara Homes • Workshop curriculum and attendance logs. • This is evidenced by the Tiny Homes collaborative process.

working to complete a third in 2018. SCA implemented an internship program with Dignity Health in 2017 which provides students with hands-on experience in the hospital's physical therapy department.

LCHS has two new career pathways: Fashion and Merchandising and Computer Science. The Fashion Pathway had developed connections to a local community college, retailers, alumni, and working in the fashion design industry, specifically the Fashion Institute of Design and Merchandising (FIDM). The Computer Science Pathway teaches coding through coding.org where most of the enrolled students participate in the Cyber Patriot regional competition.

This collaborative effort between LCHS and industry representatives has helped LCHS staff identify areas of need and adjust the programs, which has helped ensure that students are receiving the appropriate academic support and practical experience.

The school outreach program with elementary and middle schools along with two Shadow Days for incoming freshman throughout the EGUSD region to help inform parents and prospective students about the IB Programme and academies. The counseling department takes the lead on outreach programs to our feeder schools. The Shadow Days are advertised throughout the district. This year LCHS made the local news with a report of this year's Shadow Day.

There also are several parent booster groups: athletics, band, and IBPO; CAAP and PTSO. Each of these groups meets on a regular basis and is encouraged to provide input with regards to LCHS's mission, vision, and schoolwide learning outcomes.

CAAP (Concerned African American Parents) has met monthly for approximately a decade to review and provide feedback. The CAAP group has been helpful in helping administration and staff identify ways to better support students of color.

This past year, the principal began holding informal monthly meetings known as Cardinal Cafe Chats. The principal identifies an area of focus for each month as well as provides for an open forum for discussion. This group was asked to review the proposed vision statement and SLO and provide input which was integrated into the documents. They were instrumental in identifying areas that needed clarification, as well as providing suggestion actions.

Along with increasing contact with parents LCHS staff is connecting with community partners on a regular basis is better able to ensure that students are provided with the essential standards necessary to *Making Great Things Possible*. Furthering these efforts is support from the district by Career Technical Education staff to assist with various aspects of the academies' operations. For example, there are sector coaches who assist with outreach to post-secondary institutions, business partners, and developing new pathways. There is a work-based learning coordinator who assists with arranging internships as well as an Academy Coordinator who supports all academies and pathways. Clerical staff assist with field trips, budgeting, annual reports and

- Middle School Outreach
- School site council
- Vision subgroup
- Learner Profile
- Student Handbook

compliance. Additionally, the district has received grants that allow for professional development and acquiring new equipment to keep district academies 'state of the art'. The grants also have allowed LCHS to expand and improve CTE-specific facilities. Not only do students have connections through academies, students are connected to the school through the Advocacy program where they receive the student handbook at the beginning of the year which includes the mission statement. The handbook is effective when Advocacy teachers review the mission statement with the students. Within the Advocacy program is some academic advising. That advising points to the different content areas that practice inquiry-based and project-based learning experiences. Beginning with the 2017/18 school year, 10th grade students will submit personal projects as part of MYP. This project will also promote a connection between students and the school's mission. The World Language department has students complete a cultural participation research project which is meant to connect the students to the culture and language they are learning outside of the classroom. The cultural participation research project is a way to engage students and families, while supporting the mission of the school.	

Governing Board and District Administration

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

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

Findings	Supporting Evidence
The seven members of the Board of Elk Grove Unified School District serve four-year terms. The California School Board Association (CSBA) bylaws and standing rules govern the EGUSD board members in their decision-making as it relates to financial planning, textbook adoption approval, approval of operational policy, new hires, and communication with the public. The CSBA and other governing LEA's use GAMUT to help write policy. To support the Board's policy, the Superintendent and district staff hold regular meetings with principals and vice principals to communicate and engage site staff with the development and implementation of board policy and procedures. The district also provides for instructional coaches, professional development, etc. to support student learner outcomes. The district goals are presented for Board approval as part of the LCAP process. The district goals are used in guiding the School Site Council in preparation of the LCAP. The EGUSD Learning Support Services Department provides staff development on how School Site Councils should be run, a guiding template for development of the	•Board Policy •Regulations •CSBA/GAMUT Online •EGUSD Website under tab "About" "Our District" •District LCAP Template •LCAP Metrics PowerPoint •EGUSD UCP and Form

site LCAP, and a site LCAP review process that provides feedback from all District departments. The EGUSD Research and Evaluation Department provides an LCAP PowerPoint of LCAP metrics with school-specific data to use at School Site Council meetings and other stakeholder meetings.

The district has been supportive of the adoption and implementation of the IB Programme in the Laguna Region. District staff has supported the mission and vision of the region by providing a set $25,000 per year to help cover basic costs of running the DP Programme and $32,500 for the MYP Programme, along with varying amounts each year to send staff for IB training and professional development. The District Communications Department has assisted LCHS the past two years in developing a marketing plan to help bring students into our programs from inside and outside of the EGUSD. This has included both print and radio advertisements.

The board hears monthly reports from teacher, student, and administrative organizations and individuals with regards to curriculum, staff development, student achievement, activities, athletics, and general information/events. During these reports, board members ask questions of the presenters.

The district has a uniform complaint procedure that encourages parents and/or community members to speak first with site administration to address concerns; however, district staff routinely contacts site administration to follow up on complaints. The principal contacts the vice principal and/or staff member involved in the situation. In most situations, staff is encouraged to address the matter at the site level and follow up with district staff who then loop back with the constituent.

A2.1. Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
EGUSD has a variety of online instructional resources to support instruction, which include intervention programs for math and ELA literacy, credit recovery via APEX and Rosetta Stone to help support English Language Learners, etc. There also is a shift from traditional textbooks to online texts and resources. The district supports the acquisition of Chromebooks and laptop computers to support classroom instruction. Moreover the district provides for and supports a variety of professional development opportunities to support teachers on how to integrate technology into the classroom for programs such as Google Classroom. The Elk Grove Unified School District's Digital Citizenship Initiative is an ongoing project and commitment. As new technology applications and tools are created, the district expands the curriculum and trainings accordingly. Currently, the district provides digital citizenship curriculum for grades K-12, professional development workshops for staff, and resources for parents.	•EGUSD Website •Online education website •District Technology Department •Student EGUSD Portal •Chromebook Carts •Uniform Technology Use Form

LCHS provides onsite training for the Google Organizational Suite which includes Google drives for all teachers and students, Google docs, sheets, slides, classrooms, forms, and sites.
Supporting 21st-century teaching and learning is the focus of this EGUSD initiative. In response to the speed at which technology evolves, bringing with it new opportunities and challenges, the goal of this website is to provide updated digital citizenship resources to all EGUSD stakeholders.
The district provides the community and schools with resources through the Digital Citizenship Initiative, which provides lessons, parent nights, assemblies, etc. They provide information regarding bullying and cyberbullying, intellectual property, media literacy, etc.
The district is in the process of updating its student information system changing from SISweb to Synergy; Schoolloop to School Messenger.
The district also provides for a uniform Technology Use form based on AR 6162.7(j).

Understanding the Role of the Governing Board

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

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

Findings	Supporting Evidence

The Elk Grove Unified School District Board of Education believes that the effectiveness of the educational program is based on a set of agreed-upon goals and detailed objectives consistent with those goals. Based on board policy, the role of the governing board is to urge the superintendent to use the following process in establishing and evaluating the educational program:
  1. Identify student and community needs.
  2. Establish district educational philosophy, goals, and objectives responsive to the needs of a pluralistic society.
  3. Determine those instructional programs most appropriate to meet student and community needs.
  4. Allocate necessary resources, commensurate with financial ability, toward achieving the goals and objective.
  5. Constantly evaluate the effectiveness of the educational system and instructional programs. This process should enable the district to assess and identify strengths and weaknesses in student progress, and provide direction for correcting identified deficiencies in instructional methods, materials and program.
	• EGUSD website
	• EGUSD mission statement
	• Board minutes, leadership meetings, administration meetings

The Board also has a commitment to operate as an organization in: • Supporting continuous improvement of instruction • Building strong relationships • Finding solutions The Board also has high expectations for learning for all students and staff: • Instructional excellence • Safe, peaceful, and healthy environment • Enriched learning atmosphere • Collaboration with diverse communities and families	

Governing Board and Stakeholder Involvement

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

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

Findings	Supporting Evidence
Elk Grove Unified regularly seeks to involve students, parents and certificated employees to represent their school site and their fellow students, parents and teachers. These committees provide opportunities for parents, students and certificated staff to volunteer and serve as valuable assets to our schools and communities. **Superintendent's District Committees** • Parent Advisory Committee • Student Advisory Committee • Certificated Advisory Committee Engaging stakeholders in the development of the LCAP is a requirement of law. Specifically, the Education Code requires that school districts and COEs consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students. Engaging stakeholders is one way to build a shared understanding of the LCFF and LCAP requirements, facilitate the successful implementation of these new laws and secure support for and ownership of improved outcomes for student. • CAC: Community Advisory Committee (Special Education) • CCSS Advisory: Common Core State Standards Advisory Committee • CTEAC – Career Technical Education Advisory Committee (College and Career Options) • DAC: District Advisory Committee • DELAC: District English Learners Advisory Committee • GATE: Gifted and Talented Education Planning Committee • SSHS: Student Support & Health Services Advisory (Foster Youth, Homeless)	• District Committees • End-of-year parent surveys • Principal's newsletters • Synergy communications between LCHS and parents • Google Classroom • Emails / phone calls • Back to School Night • PTSO Meetings • IBPO Meetings • CAAP Meetings • Cardinal Cafe' Chat Meetings • Bring Your Parent to Lunch Days

- Native American Parent Committee
- Wellness Advisory Committee
- Measure M Oversight Committee

The school community and parents are not only kept informed and asked for feedback and input by the aforementioned superintendent's district committees, but also by LCHS' use of the following:
- End-of-year parent surveys
- Principal's weekly newsletters through School Messenger Phone/Email/Text Messages
- School Site Council
- Monthly Cardinal Cafe Chats
- Synergy communications

The "Bring Your Parent to Lunch" days are a great way for the school to connect with parents and the community. Since being introduced three years ago, the events have grown in number of parents participating. Parents feel welcome on campus and spend time with their child. Back To School Night is valuable opportunity for parents to meet teachers, but participation is limited.

Board's Evaluation/Monitoring Procedures

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

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

Findings	Supporting Evidence
The law creating the Local Control Funding Formula, specified eight areas of student achievement, school improvement and metrics associated with them that districts must address. The State Board of Education has grouped the eight priorities into three categories: *Basic Conditions, Pupil Outcomes and Engagement. Districts must address the priorities for all students and for student subgroups, particularly low-income students, English learners and foster youth.*	•EGUSD LCAP •LCHS LCAP •Certification reports •Yearly reports
The EGUSD has identified four major goals to support the State's eight priorities: **Goal 1:** High Quality Classroom Instruction & Curriculum – All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap. **Goal 2:** Assessment, Data Analysis & Action – All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation. **Goal 3:** Wellness – All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.	

Goal 4: Family & Community Engagement – All students will benefit from programs and services designed to inform and involve family and community partners. The district evaluates and monitors LCHS in a number of different ways. As previously mentioned, the eight state priorities and the annual LCAP assessment are part of this process. The district also monitors LCHS' progress regarding Positive Behavior and Supports (PBIS) and its effectiveness. The district evaluates and monitors California partnership academies through a certification process and yearly reports.	

Complaint and Conflict Resolution Procedures

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

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

Findings	Supporting Evidence
EGUSD adopted BP 1312.3 Uniform Complaint Procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP) in accordance with the Williams Act. EGUSD investigates all allegations of unlawful discrimination, harassment, intimidation or bullying. The information is communicated to parents via the student handbook and the procedures are posted on the district website. The complaint forms are available at each site. When a complaint is filed with the district, school sites are contacted immediately. The principal follows up with staff regarding the complaint and contacts the person making the allegation. The principal or designee then provides immediate feedback to the district representative regarding the details of the complaint and steps being taken to resolve the matter. The procedures ensure that staff responds to the issues in a timely manner. Complaints are immediately addressed by teachers and administration. At the site level, LCHS has a stellar Conflict Management program run by students to help resolve issues and keep the peace between students and keep the classrooms learning environment safe for all. The system has been quite effective with helping students address one on one complaints.	•Uniform Complaint Form •BP 1312.1 – Complaints Concerning District Employees and Instruction Materials •**BP 1312.3 – Uniform Complaint Procedures** •**English** •AR 1312.1 – Complaints Concerning District Employees •AR 1312.4 – Williams Uniform Complaint Procedures

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses

data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

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

Findings	Supporting Evidence
There are a variety of committees that meet on a regular basis that provide input into LCHS's school improvement plan. The leadership team meets monthly along with the LCAP committee and the PBIS team; the Site Council and ELAC meet quarterly; full staff meetings are held monthly; and departments, PLC grade-level groups, and academies rotate late start Monday meetings. During these meetings staff used data from common assessments, CST, SBAC, AP and IB exams, FAST...to refine instructional goals. Differentiated instructional options and structured student interaction are routinely shared to promote close reading, analytical skills, and writing strategies. Data from assessments and course completion are used to measure LCHS's progress toward the school's SLOs. Since the last Self Study in 2012, LCHS has continued with late start Monday PLC meetings, Academy, IB and Department meetings to promote collaboration with colleagues to set common pacing guides, assess and monitor student data, and adjust instructional practices. Grade level and/or subject matter teams assess students' needs and strategies that help best improve learning; staff discuss tests and analyze data from both formative and summative assessments and develop goals especially as they relate to implementing the IB Learner Profile and the ATLs. In evaluating the PLC process, departments were at different stages of the continuous improvement cycle as it related to adopting common assessments and evaluating data from those assessments. Through the increased collaboration, staff identified a need for more articulation between the various school committees to compare goals between the various groups so staff can support each other in reaching these goals. Also LCHS staff is continuously comparing itself with other schools in the district to make sure that staff are actively trying to improve LCHS by examining schools that do it better for suggestions and models of success. With the decision to implement the IB Programme schoolwide in 2015/16, it was decided to shift the focus of the PLC work to the implementation of the IB Programme which included staff actively planning how to teach students the attributes of the IB Learner Profile and the ATL, and how to integrate the attributes into daily instructional practices. Grade-level teams planned and implemented unit plans in accordance with IB guidelines; staff is in the process of developing GRASPS authentic assessments to measure students' ability to apply their knowledge; staff is at the initial stages of implementing the lessons, assessments and monitoring of student progress. The benefit of implementing the IB/MYP instructional strategies is that it is designed to support all students, not just students pursuing the full IB Diploma.	• Managebac • Department meetings • PLC meetings • IB/MYP collaboration meetings • IB • Pacing Guides/MYP Unit Plans • IB DP Course Outlines • SBAC scores • IB DP Self-Study/Evaluation (5 year cycle) • School Site Council • Steering committee minutes. • Annual academy reports.

Single School Plan for Student Achievement Correlated to Student Learning

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

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

Findings	Supporting Evidence
As a general practice, staff examines student test score data, graduation rates, A-G completion rates, IB Diploma Programme completion rates as well as academy completion rates as a means to measuring student achievement. In the past, staff also paid close attention to standardized testing data from the state to measure student success. However, over the past six years a significant part of the mechanism for analyzing student achievement data has shifted away from reliance on the state CST assessment program and API system. Also over the past two years, LCHS staff began implementing IB MYP schoolwide, which requires staff to examine other data points to measure student achievement. As a result of these changes, LCHS staff has limited longitudinal data to analyze. However, the shift in data has led to a change in the way staff evaluates student achievement. While LCHS is examining the data from the new SBAC program and the aforementioned data points, staff shifted its focus on analyzing data related to attributes associated with the IB Learner Profile which are assessed through the authentic assessment known as GRASPS…. The principal provides relevant statistics and data analysis and comparisons of student achievement throughout the district with faculty and staff on an annual basis, providing opportunities for feedback and reflection on current practices, and possible adjustments to enhance student outcomes. These updates are regularly provided at School Site Council meetings. Data have shifted recently to reflect the changes in test formats and state requirements. Data points are also reflecting the continued implementation of the IB Diploma Programme and the implementation of the IB Middle Years Programme across all areas of the curriculum.	• School LCAP Plan • A-G Completion • Single Schoolwide Plan • SBAC • CAASPP scores • IB/AP scores • Academy completion data • Staff meeting • Principal's Newsletter • School Site Council

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
Monthly Leadership Meetings are held where department chairs meet with administration to discuss programs, student data, etc. Department chairs routinely communicate with department staff in an effort to share information as well as obtain feedback from staff to promote shared decision-making, which supports an ongoing flow of information in both directions. Departments (via PLC meetings) have been in the process of developing common assessments for individual courses within the departments. The use of these common assessments has allowed teachers within the group to analyze these results and reflect upon areas of strength and weakness. These reflections lead to appropriate changes being made to both the curriculum being taught, and practices/strategies being used by teachers. Through department meetings, individual staff can take items to leadership members or administration to be placed on the leadership agenda for discussion and/or approval. Leadership members return for further feedback and for implementing policies.	•Leadership meetings •Department meetings •Academy meetings •PLC's •PBIS Cadres •School vision cadre •School site council

Internal Communication and Planning

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

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

Findings	Supporting Evidence
At the beginning of each school year, the principal begins with an address to staff introducing the year's goal(s) and continues this form of communication with staff, students, and the community throughout the school year via a variety of electronic communications, including weekly principal's newsletters. Additionally, agendas and minutes from regularly scheduled meetings are shared with staff. These include Leadership, School Site Council, LCAP, ELCAP, etc. Administration provides regular communication via email as well as routine meetings to communicate with leadership, departments, and staff to address concerns and/or issues regarding practices and procedures. Annually, administration meets with each staff member for a goals conference to address concerns and plan for the upcoming year. Also staff is encouraged to communicate with department chairs and/or immediate supervisor if there is a concern raised during the school year. Administration facilitates meetings between staff and monitors developments when a concern arises.	•Goal conferences •Conflict Mgmt program •Link Crew Program •Outlook email system •Student/Teacher/Coach/ Parent access to Schoolloop - now Synergy •Principal's News Letter •Sites server Public folders •Administrative Responsibilities Chart •Monthly Principal/Dept chair meetings, PLC meetings

The Counseling Office offers Conflict Management to assist with students having differences while on campus.

The Link Crew Program not only provides a freshman orientation and workshop prior to the school year, a team of 11th- and 12th-grade students assist both incoming freshmen and new students throughout the school year. Link Crew students assist students as they adjust to a brand new campus.

Outlook Email is available to every staff member to facilitate immediate communication. This assists with collaboration, academy collectives, IB/MYP Groups, along with various other club/groups on campus and teacher stakeholders. Schoolloop and now Synergy allow students to email between each other and with teachers/coaches on campus to afford regular communication as well.

LCHS has a well-rounded staff that is willing to answer questions in person or through email and phone conversations or shared messages through Schoolloop/Synergy and class meetings.

Share Public Folders help facilitate communication by allowing staff to share resources.

Protocol is established for staff members to address concerns with department chairs and/or immediate supervisors.

Department chairs meet monthly with the principal or the department's administrative supervisor. Department chairs communicate with department members during PLC meetings, daily interaction and email.

Indicators with Prompts

Qualifications and Preparation of Staff

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

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

Findings	Supporting Evidence
LCHS staff is hired following EGUSD protocol as outlined by the Human Resources Department to ensure staff members are qualified for a specified subject area. Human Resources provides sites with guidelines to follow for paper screening and conducting interviews. Members of the department, department chairs, and immediate supervisors conduct interviews. Paperwork and supporting documents required of the positions are submitted to HR for verification and a formal Offer of Employment is made accordingly. Administrative resources are placed into common Public server for staff members	• EGUSD Board Policy • EGUSD Human Resources related to hiring and interview practices • Seniority list • SISWEB/Synergy program prohibits improper teaching

to access. Currently, 100 percent of LCHS staff are fully credentialed in the subject area they teach. EGUSD Human Resources also monitors all course assignments on an ongoing basis. The district Student Information System will not allow a teacher to be assigned to a class that they are not credentialed to teach. The district and school enforce employment requirements regarding credentials and TB tests. The district also requires all staff to partake in mandated reporter classes. The district provides BTSA training for all newly credentialed teachers. As LCHS prepares to become a full IB school, administration is working with the IB and MYP coordinators to send all staff members to IB professional development based on whether they teach IB diploma or MYP classes. Currently, 31 teachers are IB trained to teach IB Diploma Classes, and 41 teachers have attended MYP training for their subject area. Some teachers have attended multiple IB trainings and are trained in both MYP and DP.	assignment •Pay stubs •New Hire Orientation •BTSP •Faculty Handbook •IB training & other professional development

Staff Assignment and Preparation

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

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

Findings	Supporting Evidence
Staff teaching assignments are mostly governed by the credential(s) the staff member holds. There is an effective process in place: Each year staff submit their personal teaching preference based on their interests, credentials, and training. Administration meets with each department as it relates to staffing needs. Department chairs submit recommendations to administration based on teacher requests, staffing needs, and training (MYP/DP). Over the past two years, site administration has routinely encouraged all staff to attend MYP or DP training and provided training options. Currently 41 staff members are MYP trained and 31 are DP trained. There are plans for two more staff members to be trained this coming summer. Schools have pre-service meetings in August and January. PD schedule includes meetings for new staff, course PLCs, departments, and academies. LCHS has implemented new teacher meetings and orientation to support new faculty members. LCHS administration ensures that during the year, each new teacher has BTSA district support, veteran teachers that mentor new teachers, and regular opportunities for PD. EGUSD HR ensures teachers are highly qualified.	•PD calendar •PD meeting agendas •New teacher meeting agendas •Teacher interview •District, Site and online PD opportunities •EGUSD Human Resources •District Office •Site administrator •Teacher Request Form •BTSA - Modules

Defining and Understanding Practices/Relationships

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

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

Findings	Supporting Evidence
The LCHS staff handbook is updated annually based on changes at the district level as well as any changes decided at the site level through the leadership team. It is sent to all staff members annually via email. A hard copy is provided upon request. In addition to the handbook, LCHS policies are disseminated through leadership and to teachers through various means: leadership, staff, PLC, Academy, and teacher meetings as well as emails, weekly newsletters, meeting minutes, etc. Administrators also meet with teachers annually to discuss site, department, and individual goals. Evaluations are also scheduled according to the teacher's status. Pre-service days also are utilized as a way to communicate policy changes through the 'Nuts and Bolts' meeting.	•Staff Handbook •Principal's newsletter •Leadership meetings •Department meetings •Academy meetings •Pre-service meetings •Agendas and minutes are available from all of these

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

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

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

Findings	Supporting Evidence
Professional Development for IB training has been a priority over the last few years. LCHS administration actively encourages all staff to attend IB training for either MYP or DP. Both funding and time are provided for staff to attend training either during the school year or summer break. As more teachers are trained in the IB philosophy, there has been greater consistency between teachers as it relates to instruction. As a result there has been increased student engagement during lessons, which is promoting improved critical thinking. LCHS administration provides a variety of professional development opportunities throughout the school year such as helping teachers with using Google Documents, Google Classroom, EL strategies, etc. The principal provides either pay or hourly step-credit to teachers for professional development. There are several staff members who are trained and certified to offer professional on-site computer training, such as Synergy TOTs.	•IB-Professional Development (DP and MYP) •Synergy Training •AVID Training •BTSA Training •Instructional Coaches

| The district offers Synergy, technology, and AVID training. BTSA and subject-specific PD is presented through Steering Committees.

The district also provides the Laguna Region with Curriculum Coaches to support teachers whether they are new or experienced.

Each department also holds Professional Learning Community (PLC) meetings. Beginning with the 2016/17 school year, LCHS and its feeder middle school, Harriet Eddy, began holding a series of articulation meetings on minimum days to support the implementation of the MYP. These meetings have provided school staff the opportunity to work together multiple times per year on vertical alignment of IB philosophy as well as routine department breakout sessions where teachers are able to collaborate on vertical alignment of their subject area. As a result, teachers are able to understand what skills are being taught at the middle school levels as well as what is expected of students who will be taking IB exams the end of their senior year. | |

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
EGUSD, through CPL and the Technology Services Department provide professional online development for Synergy implementation. LCHS provides training with the EGUSD-purchased Google Suite that includes, providing individual Google drives, on-site training for Google docs, sheets, forms, sites, and classrooms.	•CPL online training for Synergy •Google Professional Suite

Supervision and Evaluation

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

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

Findings	Supporting Evidence
LCHS administration follows EGUSD supervision and evaluation procedures. There are four formal observations and two evaluations annually for probationary teachers and two formal observations and one evaluation bi-annually for tenured teachers. Each formal observation includes a pre-conference, observation, and post-conference. Evaluative example: Administration holds a goals conference annually with every teacher. There are periodic classroom walkthroughs. The evaluation process ensures that administrators regularly visit classrooms and meet with teaching staff to discuss pedagogy. Teachers are evaluated on a predictable and published basis. All observations are documented and evaluated.	•Evaluation Procedures •The observation schedule •CAASPP scores.

Every teacher is evaluated by an administrator twice every other year. Teacher collaborates with the administrator in a post-observation meeting that can contain supportive suggestions and additional coaching. Some staff are on a five-year schedule. Additional coaching is provided by Teachers of Teachers (TOT) or through PLC trainings as curriculum changes.	

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
EGUSD CPL provides professional development that ensures all staff have access to all electronic components of their content area resources and the use of technology within the curriculum. LCHS staff is provided with multiple opportunities for training in the use of technology in the classroom. Some staff have taken advantage of these trainings, while others are reluctant. Many teachers, depending on the availability of funding, use technology in the classroom. Teachers are provided professional development for technological programs such as Schoolloop, and now Synergy, through four on-site TOTs. PD has been provided for Google Classroom and similar programs through EGUSD's Google Professional Suite, MYP/IB teachers have been trained to use ManageBAC, and all those that proctor SBAC are trained on using CAASPP. A number of teachers are effectively using CAASPP interim programs. One teacher is trained through CAASPP to be a math scorer and shares the need to promote performance tasks into the curriculum.	•EGUSD Curriculum and Professional Learning •Various Tech Programs •On and off campus TOTs •CAASPP interim assessment practice

Allocation Decisions and Their Impact

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

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

Findings	Supporting Evidence
LCHS holds School Site Council meetings four to six times per year, giving all stakeholders access to LCAP, one of the school's key decision bodies, which allocate resources to meet the school's vision, mission, and schoolwide learner outcomes. The principal works to identify and recruit a broad representation of stakeholders to serve on the LCAP/School Site Council to guide decision-making, especially as it relates to funding extended day programs, etc. Members from various departments, parents, academies and IB teachers are all part of School Site Council. Each academy relies on relationships with industry partners via active advisory boards to make decisions regarding funding and resource allocation. These advisory boards meet once or twice per year. Additionally academies allocate their own resources with input from academy staff. In regard to academies, the allocation of resources has been effective in producing positive student outcomes by providing meaningful and relevant experiences and equipment to help students connect what they are learning to industry expectations.	•LCHS School Site Council •LCAP •Minutes from these meetings are examples of evaluative examples. •Academy Reports and Data

Practices

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

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

Findings	Supporting Evidence
LCHS's School Site Controller annually reviews and ensures that LCHS staff are in compliance with all EGUSD funding mechanisms. With the oversight of the principal, the school site controller manages department budgets, ASB accounts, and all incoming/outgoing funds. The site controller works with staff to identify discrepancies and resolve issues so there are few if any audit exceptions, keeping the school in good financial standing. LCHS School Site Council approves all LCAP expenditures as required by State and Board mandates. The site review expenditure process includes teacher, department, administration, and controller. All site budgets are determined by the administration with input from leadership and School Site Council. Accounting checks and balances are handled through the school site controller, who has put adequate procedures in place to guard against institutional misuse of funds at LCHS.	•School Site Controller •SSC minutes •LCAP budget •Department budgets •Leadership & Department minutes •Budget request forms •Forms for ASB spending, and QSS purchasing procedures.

LCHS department chairs and administration have ongoing budget discussions. School Site Council allocates funds for the sites. Departments are allocated funds which are expended by department chairs on classroom supplies and electronic subscriptions to supplementary test preparation.	

Facilities

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

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

Findings	Supporting Evidence
EGUSD, through local Measure M and Proposition 35 funds, is providing resources to improve LCHS facilities such as refurbishing the track and field to improve student safety and to Provideeducational physical health. LCHS is 25 years old and in need of such investments. The computer labs were refreshed this past summer and now run Windows/Office 10 & 16 respectively. LCHS's school population has been stable and has not had to bring in more portables, etc. The school facilities are in need of repair, including fixing the large gym with a roof leak and replanting grass that was not maintained during the drought. CTEIG (Career Technical Education Incentive Grant) is working to improve the CTE workspaces and make them current according to academies' evaluated needs. These needs are assessed through advisory committees, industry partners, and academy staff. While many facilities on our campus are more than adequate, and all are fairly well maintained, there are many instances in which LCHS facilities are inadequate for their stated purpose. For example, the Multi-Purpose room, which also serves as the cafeteria, allows for seating of approximately 400 people for dining purposes. Since the school population is over 1800 students, even with split lunch we only have seating for less than half the population inside the facility. While on warm weather days this isn't a major issue (students can sit outside in designated areas), on days when the weather is inclement, space for eating is inadequate. LCHS also needs adequate space for physical education, as well as extra-curricular activities outside the school day. The need for indoor gym space for sports is paramount during different times of year. For example, in the winter six basketball teams, cheer squads and dance teams as well as color guard and competitive percussion units all compete for space. Additionally, there is a need for more space for performing arts on campus. The only designated performance	•LCHS Track •New software loaded in the labs. •Attendance data •CTEIG work orders •Advisory minutes •Measure M funding

space is the black box theater, which is not adequate for most large ensembles (choir/band). In addition the ventilation systems in the theater and MP spaces are inadequate to maintain a positive performance environment, as temperatures in the theater even when the weather outside is cooler, can routinely reach into the nineties during a performance.	

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
LCHS is growing its technological reach by purchasing additional Chromecarts to address content-area needs. The district has a procedure for purchasing Chromecarts which has improved over the years, making it easier to purchase the equipment. In the previous few years, LCHS' computer labs and individual teacher workstations have been refreshed, to include updated hardware, software, and physical workstations. Various departments have also been given the ability to purchase site licenses for various department/student needs. Department budgets reflect equity. Funding is based on enrollment and FTE numbers. Additional Chromecarts have been purchased by the site and by the district, providing greater technology access. As of Fall 2017, LCHS had ten Chromecarts with 36 chromebooks each, two carts with 20 each in the English department, and seven carts of 40 each within the Math and Strategies departments, providing well over 600 Chromebooks to students at any given time. Leadership and administration are in the process of ensuring equity of technological access for all. The plan is to place Chromecarts in department offices, except for one in the library, leaving departments to schedule use. Some of the departments, Math and English, have Chromecarts that are used specifically in those departments to increase the implementation of CCSS. The English department is in dire need of more Chromecarts with the adoption of StudySync as the district's English curriculum. Other equipment, as it relates to the Visual and Performing Arts could be better funded. Over half of the funding for the arts comes from off site at the district level. LCHS has lost the ability to collect material fees from students because of state mandates requiring free and appropriate education. LCHS has lost 20% of	•Chromecarts •Chromecart storage agreement •Updated, refreshed computers, software, and workstations in all LCHS computer labs •District purchase agreements and department budgets •CTEIG proposals and purchase orders •Chromecart and computer lab checkout logs

arts funding because this mandate. The site has been helpful in trying to obtain funding to support the arts.	

Well-Qualified Staff

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

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
EGUSD CPL provides LCHS with three instructional coaches that plan and implement onsite professional development in both English, Math, and EL twice per week. LCAP funding is used to provide a PBIS coordinator, a Teacher-in-Charge and a dedicated counselor to assist campus students. LCHS's principal gives each department 2 days of PD release, to provide a full-time Career and Counselor technician in the career center, and IB and MYP coordinators. Most teachers are either MYP and/or IB Diploma trained. LCHS has had a Solution Tree consultant come to the site to help with PLC implementation in 2015/2016. The district has committed to providing DP training at each subject renewal period.	•Instructional Coaches •PBIS personnel •Funding from CPL •Funding from the Frank H. Buck Foundation grant.

Long-Range Planning

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

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

Findings	Supporting Evidence
LCHS's School Site Council effectively monitors its LCAP by meeting regularly. All stakeholders are invited to attend; however, attendance is limited usually to the council's membership. SSC has been chaired by students for the last three years. EGUSD has been extremely effective in the past, at budgeting during both periods of shortfall and windfall. EGUSD has also used financial foresight in planning for new school facilities that not only meet the district's future needs, but also that save the district long-term costs. LCAP discussions are held	•SSC •Pre-service minutes •LCAP budget appropriations handout •Leadership •School Site Council •Site Decision Making Plan

| between leadership and staff throughout the school year. | |

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

As part of the WASC process, LCHS created a new vision and mission statement through the PLC training facilitated by Solution Tree. This opportunity allowed LCHS to rewrite its SLOs with all stakeholders contributing to the combined EGUSD Graduate Profile and as well as to the shifting of the old ESLRs to the IB Learner Profile. Thus all stakeholders were involved in the process to refine the mission and vision statements and the SLOs.

As for governance, the EGUSD School Board builds relationships with not only district staff but with each site. LCHS's area board member, Bobbie Singh-Allen, regularly attends LCHS events. With the school board's direction and support, LCHS has built and implemented its LCAP, which is designed to implement EGUSD's LCAP priorities and E4 paradigm.

Stakeholder involvement includes, the School Site Council (consisting of administration, students, teachers, clerical staff, and parents), LCHS ELAC and participation on the district ELAC, and the district LCAP.

LCHS's leadership structure promotes continuous planning and monitoring of the LCAP and expenditures. Leadership is made up of all department chairs and program coordinators. These include the librarian, MYP, IB DP, GETA, MPTA, SCA, ASB director, and athletic director. The campus leadership effectively share the process of decision-making.

LCHS has improved its communication with all stakeholders, and there are uniform complaint procedures in place through the district and onsite. These systems help to facilitate communication and monitor policy implementation and include email, staff, department, and PLC meetings. Administration also contributes by observing and evaluating staff on a regular basis. LCHS administration would be assisted with the addition of one more vice principal to allow for more walk-around observations of the staff under their purview.

Currently, LCHS has well over 600 chromebooks with two full computer labs to enhance instruction and curricula that have been adopted by the district for both ELA and Math CCSS. In order to increase a – g completion rates, LCHS is working to purchase more Chromebooks for all departments.   LCHS is keeping up with technological innovations to improve high school D/F rates, suspension rates, and student connectedness.

Prioritize the strengths and areas for growth for Category A.

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

LCHS has a strong leadership group that effectively collaborates for shared decision-making, monitoring, and implementing any programmatic changes. LCHS has a regional board member who is actively involved with the sites in her region.

Almost 100 percent of LCHS staff are highly qualified to teach in their content areas. All new teachers are provided the services of BTSA from the district and new teacher meetings during pre-service that address some of the 'Nuts and Bolts' necessary for them to teach and manage their classrooms effectively.

LCHS has a large majority of its teaching staff trained in MYP and or IB Diploma Programme. All 9th- and 10th-grade students are MYP students and are taught to find themselves within the IB Learner Profile, with a culminating individual project at the end of their 10th-grade year.

The PBIS program continues to grow and improve with the priorities identified through the LCAP.

LCHS is currently using Measure M bond funds to rebuild its field to make it safe for student athletes, with additional plans to repair the main gym.

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

•LCHS needs another administrator to assist with the growing staff's needs for observation and evaluation.
•LCHS needs to continue with its administration and its leadership group to expand the IB MYP and Diploma Programmes after the site is authorized as an MYP school along with its feeder school, Harriet Eddy.
•LCHS needs to continue to grow its PBIS program from a tier 2 to a tier 3 school, which is the ultimate goal in the district.
•LCHS should strive to use Measure M and Proposition 35 funds to update and repair the campus.
•LCHS administration and leadership should ensure that the proper resources are applied to its four areas of critical need: the A-G completion rate, the D/F rate, the suspension rate, and students' connectedness.
•LCHS should continue to evolve its Advocacy Program, continue to increase the acquisition of technology, deepen teacher understanding of CCSS and DOK levels of assessment, and increase the rigor necessary for students to be career and college ready upon graduation.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

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

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
LCHS staff commits itself to systemic design, development, instruction, and assessment of comprehensive curriculum that ensures that all students master standard standards-aligned learning objectives. In all activities, LCHS students are prepared to thrive in a global community. Teams of our staff have been trained in several research-based curriculum and inquiry-based modalities such as the district-sponsored PLC model through Solution Tree. Many teachers have been trained in the International Baccalaureate (IB) Diploma and Middle Years (MYP) Programmes. LCHS continues to add to the successful AVID program and Career and Technical Education academies. LCHS provides time for collaboration that allows for PLCs to grow and ensure the commitments made to focus on teaching and learning are kept. The content area teams are provided similar prep periods, late-start days, and release days (both during summer and throughout the school year) to work together to implement new texts and CCSS. LCHS is encouraging staff to use the PLC process to name essential standards, teach them, assess them, and then use the data to change instruction. During collaboration times, teachers are discussing the best way to implement Common Core State Standards within each content area. In the Math department, through book studies on Number Talks and Accessible Mathematics, math teachers infuse the eight standards of mathematical practice. In the English department strategies are discussed to help improve reading analysis, writing skills, and critical thinking to prepare students for college and careers after high school, while in the midst of a new curriculum adoption, StudySync.	•Professional Growth Calendar •PLC training •Diploma Program Training •MYP training •AVID training •CTE training •PLC agendas •AP Training •SIRC lessons •iSEE lessons •Teaching American History Grant •National Endowment of the Humanities •UC Davis History Project

Embedded with LCHS's MYP training are the GRASPS - (Goal, Role, Audience, Situation, Product/Performance/Project, Standards) a unit plan methodology designed to contain authentic, real-life lessons within a global context.

LCHS staff that teach AP courses are fully trained in their respective content areas.

In the Science department, within the implementation of NGSS, teachers use SIRC (Simulation, Innovation Resource Center through CSU-Sacramento) and iSEE (The Integrating Science and Engineering Education through the Sacramento Area Science Project). These two local area projects have successfully provided students with access to viable, meaningful instruction.

The Social Science Department uses educational research provided by the program specialist at the district level and then is passed along to the team via Steering. For example, curriculum from the Teaching American History Grant, National Endowment for the Humanities and the UC Davis History Project are readily available. In addition, professional development opportunities are made available to the department team as well as curriculum planning time within PLCs. Lastly, educational research developed under IB MYP and DP tracts are used within the framework of ManageBac and MyIB. These resources have given the teachers in the department the ability to teach on a guided and meaningful level.

Academic and College- and Career-Readiness Standards for Each Area

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

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

Findings	Supporting Evidence
Within LCHS's curriculum norms, is the "Excellence for All" vision that includes the *Making Great Things Possible* motto. LCHS staff, through the development of the mission/vision and student learning outcomes, use the IB Learner Profile and the EGUSD's Graduate Profile to guide curriculum choices that ensure College and Career Readiness standards are met. The majority of the master schedule is 'a-g' focused and approved by the UC system. The annual course syllabi for IB and AP courses are vetted through the respective district steering committees, of which the LCHS site leadership teams are members. With the three academies (MPTA, GETA, SCA, and Fashion and Computer	•IB Learner Profile •EGUSD Graduate Profile

Science Pathways) students are taught using current curriculum and instructional techniques. EGUSD has adopted new curriculum in Mathematics and English Language Arts. In mathematics, the district has chosen to go on an integrated pathway using the texts by HmH. The last of the three courses, Math III was implemented in the Fall of 2017. The EGUSD ELA steering committee adopted StudySync for use in ALL high schools across the district to assist in the implementation of CCSS, which will increase a-g completion. LCHS is working towards providing the necessary chromebooks that would allow students access to all of the curriculum.	

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
LCHS offers APEX for online credit recovery courses after school through the Extended Day Program. APEX is **iNACOL** accredited.	https://www.apexlearning.com/accreditation

Congruence

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

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

Findings	Supporting Evidence
Teachers are required to submit course syllabi to their administrative supervisors who review for adherence to district course outlines. District course outlines are submitted and approved by content area steering committees and the UC Portal to ensure that CCSS are followed. LCHS teachers have been to numerous CCSS trainings, training for adopted new texts to include Math, English, and Science to address CCSS requirements. The LCHS Math department is in the third and final stage of adopting new texts and an Integrated Math program. Laguna Creek's SLOs are in every classroom and reflect the skills and knowledge found in the CCSS. LCHS teachers also post learning objectives daily letting students know what they will learn in class each day. Most college preparation (cp) courses are in the process of converting curriculum into the MYP unit plan framework, which includes subject-specific state standards,	• Course Syllabi • EGUSD Course Catalog • EGUSD Curriculum and Professional Learning Courses • Department and PLC agendas • SLO posters in classrooms • IB Learner Profile in each classroom • Managebac application (used to input MYP and DP unit plans)

the IB Learner Profile, and Approaches to Learning (ATL).	
In the Science department, curriculum has been aligned to reflect NGSS and is in the process of combining MYP unit planning to ensure continuing implementation.	
The AVID program, along with the three academies are successful in preparing students for college and career readiness. The AVID program, along with using Cornell notes and AVID study halls, provides college field trips.	

Integration Among Disciplines

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

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

Findings	Supporting Evidence
LCHS offers multiple opportunities for cross-curricular integration in a variety of courses. LCHS's CTE Academies and Pathways utilize cross-curricular projects to enhance student learning. LCHS's MPTA is building tiny homes for homeless veterans. The GETA group builds and competes locally and once internationally in the Solar Regatta in Monte Carlo. GETA also builds and delivers solar suitcases around the world. SCA builds leadership with its students by incorporating sports medicine and training to be athletic trainers through NASM (National Academy of Sports Medicine). This provides SCA students with a Personal Trainer certificate. LCHS's Diploma Programme courses require cross-curricular training and projects to be successful in internal and external assessments. Each DP student has a 4,000-word paper required as a final project in each of their SL or HL classes. Many of LCHS's MYP courses are designed to be cross-curricular, using the unit plan process that encompasses global perspectives and the IB Learner Profile. This year, all 10th-grade students, through their advocacy classes, will participate in a 'Personal Project', a project where each 10th grade student do a presentation of a topic of personal interest.	• MPTA tiny homes • GETA solar boat • MYP Unit Plans • MYP Advocacy Lessons • MYP Personal Project • SCA NASM Personal Trainer certification

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
LCHS has a strong articulation program through the ongoing process of MYP implementation. The LCHS region includes its feeder middle school and all of the feeder elementary schools in the Laguna Creek IB region. The feeder middle school, Harriet Eddy Middle School, is in the process of gaining authorization from IB to become an MYP school. Since MYP encompasses grades six through ten, LCHS is assisting and is part of this authorization process. Both schools create MYP unit plans that follow strict IB protocols. Thus the two schools meet regularly, four times per year on early release days for both schools. One English teacher routinely takes his students to one of the local elementary schools to visit and provide support for teachers there with EL lessons for his EL students about American culture and grammar, sports trainer expositions for his SCA students, and his seniors give lessons about the cost of living as a real-world project. LCHS invites its feeder elementary schools to come tour during Art department during the ARTS IMPACT program, where students can create and learn about the artistic opportunities they will have in high school. LCHS's Athletic Director meets regularly with CRC and other ADs to collaborate and plan athletic events. LCHS, through the IB Diploma Program, incorporates international standards of college coursework and assessments similar to the AP curriculum. LCHS has provided training and support to staff for the internal and external assessments required of IB Diploma students. The pass rates of the internal and external assessments are admirable across the state and nation. LCHS, through its AVID program, BSU, and Counseling office provide multiple opportunities for students to visit college campuses, both local and across the country. LCHS's English department articulates with the local community college to grade English 57 exams to gain insight about rubrics and scoring procedures to include readings, prompts, and anchor papers. LCHS's Black Student Union has a large presence on campus that includes leadership building, speakers from colleges during Black History Month, exposure to African American art and culture, and attendance to regional and state conventions.	•MYP articulation calendars and agendas.

B2.Access to Curriculum Criterion

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

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
LCHS provides all students through their Advocacy class, lessons designed to assist students to focus on career exploration. Through the AVID, MYP and California Partnership academies, students have the opportunity to explore multiple careers and college paths. These include guest speakers, college field trips, internships, and lessons on future career paths. MPTA has a partnership with Villara Business Systems that brings relevant data about careers. They go on job tours and work directly with people from the field. GETA has partnerships with SMUD and other local businesses to introduce students to the career fields. AVID has lessons throughout the years about different colleges and how to apply and secure financial aid. Counselors provide assistance with filling out the FAFSA form as well as going over transcripts. Counselors host senior and junior meetings to help students get ready for their senior year. The academies are very successful in terms of career preparation. In the past couple of years multiple students have gotten jobs from their internships. MPTA has been very successful with multiple students getting jobs at Villara Building Systems. GETA has had some students go into the energy field as well. There is room for improvement with the academies in terms of getting more of the students involved and motivated. According to the Connectivity survey, less than half of the students are connected to an academy or academic program. AVID has higher acceptance rates and a higher number of students who go to college. The MYP is just starting at our school so we have not seen the effect of the curriculum. It should help improve career readiness but we need to make sure it is implemented well in every class. As part of the MYP programme through the Advocacy program, all 10th grade students will participate in a Personal Project. LCHS, in conjunction with the AVID program, provides college visitations and	• Advocacy Lessons • MYP Personal Project • AVID program • Sports Career Academy • Green Energy Technology Academy • Manufacturing, Production, Technology Academy

curriculum that prepare students for post-secondary experiences. LCHS currently has six AVID classes on the master schedule taught by highly trained and capable teachers.

LCHS's SCA provides courses to its 12th grade for students to earn CPR/First Aid certification. SCA also provides opportunities to become members of Lambda Delta Rho. LDR is an honor society within the SCA which promotes the principles of Leadership (Lambda), Discipline (Delta) and Respect (Rho) as the academic and personal foundations to success.

LCHS's GETA provides students of the Green Energy Technology Academy curriculum to study the technology of renewable energy. Students who graduate from GETA, depending on their post-secondary plans are prepared to enter two- or four-year colleges or to enter technical training program or go directly to work within the energy sector of the economy.

LCHS's Manufacturing Production Technology Academy (MPTA) helps students discover and develop attributes such as personal aptitudes, interests, abilities, self-reliance, judgment, and resourcefulness through problem-solving and self-expression in an industrial environment.

LCHS's Fashion and Merchandising Design Pathway has begun this year, along with a Computer Science Pathway. Both programs have been created to offer more student choice as to college and career exploration.

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
LCHS staff provide all students with rigorous, relevant, and coherent curriculum through the implementation of CCSS, through its three CTE academies and its two career pathways. In all of our CTE academies and pathways, there are embedded cross-curricular lessons and activities that include real-world applications. Each of these academies/pathways have staff that work specifically with their member students but articulate with each other at a minimum of once per month. LCHS GETA academy competes in the local SMUD Solar Regatta. Students build their own boat and are competitive, so much so that the academy in 2014 to compete internationally in Monaco. GETA also builds solar suitcases that provide solar power to remote locations such as a village in Sierra Leone, Africa. GETA contributes to the tiny homes built by MPTA by providing solar panels on the roof.	•Professional Growth Calendar (Wheel) •Master schedule •GETA/MPTA/SCA websites •Fashion and Merchandising Pathway •Computing Pathway

Our MPTA has just completed its first tiny home for homeless veterans. EGUSD provides protocols for student enrollment in all courses which are agreed to by the Office of Civil Rights to increase a-g completion for students of subgroups identified as those suffering from the achievement gap. All honors, AP, and IB course prerequisites are based on grades of 'C or better' in the previous course. This facilitates access and success for all students. The new Next Generation Science Standards address this prompt directly. The eight skills needed in NGSS are real-world skills that are in all our science classes. Teachers use real world data to teach students the material through inquiry-based activities. These lessons also relate to the MYP which has an emphasis on inquiry and global context. These lessons including some on the human impact on the environment help students see the connections between what they are learning and the real world. These lessons are accessible to most students because they focus on the large-scale concepts which students have plenty of time to learn. The science department uses group work and scaffolding to help make sure students understand the content. The students are able to self-discover through the inquiry process at their own pace. Collaboration and communication skills from the MYP help students to better access the content.	

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
LCHS uses APEXvs for credit recovery and ST Math for remediation in Math I	APEXvs (virtual school)

Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
LCHS has several opportunities for parents and students to engage in selecting and developing a student's personal learning plan. The process begins during 8th grade when prospective students and parents are invited to the attend the LCHS Open House night, in January each year, where the counseling staff provides them with a brief overview of the academies, IB, AVID and what is necessary to prepare to meet college entrance requirements. Prospective parents and students then have time to meet with department, academy, and extracurricular representatives to learn about what programs are available at LCHS prior to	•Counseling •Master schedule •Synergy •School Loop •School Site Council

course selection.

LCHS has used two different Student Information Systems. For the last 20 years, EGUSD has used SISweb, a homegrown version of information system. In 2016, the district purchased Synergy (an educational platform from Edupoint) and the district is training all staff in its use in the Fall of 2017. LCHS has used School Loop for gradebooks, homepages, and grades. Parents had and will have access to their student's current grades through Synergy going forward.

LCHS has several opportunities for parent engagement in curriculum planning and preparation for college and/or career. In the fall, just before school begins, LCHS holds 'Back To The Nest'. This is an opportunity to get their schedules, purchase PE clothing, yearbooks, and an opportunity for parents to meet representatives from the PTSO, IBPO, and the BSU. Both parents and students are welcome.

In the spring, LCHS offers an 'Incoming Freshmen' evening where parents and students are given important information about the school and are able to walk around the multi-purpose room to speak with each of the content area groups, Academies, and student groups offered during the school year such as ASB and BSU.

Advocacy lessons help students to look at their personal learning plan. Teachers check in with their students and look to make sure they are on track for their plan. The lessons give the students a chance to reflect and plan for their future. In addition they take home their schedules and plan them out with their parents to make sure it fits their academic goals and post-secondary plans. IEP meetings give parents and students an opportunity to meet and plan for the success of the student. In addition to IEPs, there are also parent/teacher meetings as needed. AVID has a four-year plan and college research projects. There is also the opportunity to meet with counselors.

Advocacy lessons can be more or less effective depending on the knowledge of the teacher. The Advocacy program could also benefit through better communication among teachers to make sure everyone knows how best to help the students. The AVID program helps the students to be more successful. Some parents and students are more invested than others. LCHS could do a better job of helping to motivate more students.

Post High School Transitions

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

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

Findings	Supporting Evidence
LCHS and the District support such efforts by providing a variety of supports for	•EGUSD college fairs

events such as one district sponsored college fair event per year and approximately 35 visits per year on the LCHS campus in addition to a multitude of events in the Career Center. There are senior classes (such as Economics, Business Finance and Senior Math Review) that stress college and career readiness. The advocacy classes have lessons that focus on post-secondary options. LCHS provides multiple opportunities for career and college exploration through the Career Center, College Fairs, and College visits. These include Advocacy class where students their 10th, 11th, and 12th classes with support of their counselor and Advocacy teacher; schedule requests are sent home for parent approval. Counselors routinely visit Advocacy and academic classes to help organize college visits. The LCHS Teacher-In-Charge holds a 'Signing Day' students at lunch are recognized and celebrate college admissions. Counselors hold Senior meetings with seniors (early in the school year) to determine plans for College or Career choices. All placement exams are supported by the school. In the Spring, LCHS offered a field trip to all 11th grade students to a college fair at University of the Pacific, Stockton (UOP). Cosumnes River College (CRC) provides Early Outreach/Enrollment (this course was cancelled due to low enrollment), College Preparedness course, and works with the English department to assess English 57, an entrance English class at CRC. Multiple departments provide guest speakers such as Alumni, Peace Corps representatives, and a Holocaust survivor.	•UOP field trip

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Laguna Creek High School provides a diverse curriculum that focuses on rigorous, relevant, and standards-based instruction for all students. Through a variety of professional development opportunities, all Laguna Creek teachers have been trained in current educational research, which they utilize in the curriculum development for their specific content areas. Common Core strategies have been stressed not only at Laguna Creek, but by EGUSD's 4E's, Curriculum and Professional Learning department, and the Graduate Profile; their International Baccalaureate Programme's Diploma and Middle Years unit planning methodology; and Solution Tree's PLC training. These trainings have resulted in an increased focus on communication and engagement in their classrooms.

Teachers are encouraged to design lessons that increase reading, writing, and speaking skills in all classes. Specific training has been provided to support the various instructional norms that encourage frequent opportunities for discussion and collaboration, use of text-dependent questioning and citation of textual evidence in arguments, and critical thinking. Laguna Creek has worked to increase student engagement in all classes by implementing a variety of strategies that promote active student engagement to increase student learning outcomes.

Laguna Creek offers a wide variety of programs to meet the needs of its diverse student population, which include AP, IB Diploma and Middle Years programmes. Students also have the option to participate in academies and academic pathways to increase the number of students who meet a – g requirements so they are able to transition to college and/or career. Laguna Creek's academies and academic pathways provide multiple opportunities to gain relevant academic skills using real world applications that prepare students for life after high school. LCHS also has extracurricular activities that support the interests of their students and enrich their educational experiences. Finally, LCHS provides multiple opportunities for struggling students through their Extended Day program which offers tutoring, enrichment, and credit recovery classes. LCHS is continually striving to provide a rigorous and relevant curriculum that meets the needs of their diverse student population, and will provide them with the opportunity to be successful in their pursuit of the academic and career goals after high school.

Prioritize the strengths and areas for growth for Category B.

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

LCHS made great strides towards implementing the PLC structure from several staff members trained by Solution Tree through EGUSD.

LCHS has grown through the process of applying for the authorization of the MYP programme by working together to create unit plans that are inquiry-based and globally centered. Along with this possible authorization came tri-annual articulation meetings with LCHS's feeder middle school, Harriet Eddy. Through this articulation both staff have developed relationships that cross the divide between the schools.

LCHS offers a wide variety of curricula to address the diverse student population. This includes three academies, two academic pathways, IB Diploma classes, along with AP courses. LCHS continues to focus on making all

students a - g eligible, has increased the number of students steadily since the last full WASC self-study, and continues to challenge itself to have higher expectations and results. This includes making sure students can remediate through credit recovery, offering tutoring before and after school, and through student monitoring by counselors, program coordinators, and teachers.

LCHS strives to lower the D and F ratios across campus. There have been decreases to the D and F rate that could be attributed to the 2-year schedule change from a 4x4 to an alternating A/B schedule. The self-study and voting on the continuation of the A/B schedule happened in January 2018.

LCHS is implementing new curriculum in Mathematics and English to address the adoption of CCSS. In the Math Department, teachers are finishing the implementation of Math III this school year, with the last Algebra II classes being taught in two sections. Math Department PLCs are currently working towards developing common calendars along with common summative assessments. This year, each PLC (Math I and Math II) have selected essential standards that assessed formatively with the goal of using the data derived from this assessment to drive instruction. Within the English Department, the new curriculum from StudySync began this fall.

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

•LCHS should continue to improve the D and F ratio to be less than 25 percent, thus creating more opportunities for students to be a - g eligible.
•LCHS needs to increase the number of working PLC groups on campus. Currently, the campus is beginning to create common formative assessments, while planning calendars, creating summative assessments, creating MYP units, and planning for CAASPP in the spring.
•LCHS should increase the use of available disaggregated data to make decisions about curriculum planning. Currently, with the implementation of a new student information system, this data is not readily available.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
LCHS students are involved in numerous challenging and relevant learning experiences that are aimed to ensure students meet academic standards and are college and career ready. In addition to incorporating IB Learner Profile/Schoolwide Learner Outcomes across the campus, LCHS offers several educational options for all students, which includes a variety of IB diploma classes, academy classes, AVID, VAPA, fashion, and computer science classes. Students with diverse backgrounds and ability levels are encouraged to not only select an academy or program, they also are encouraged to take honors level, IB Diploma Programme (DP) and AP classes based on their interests and strengths. Each year, counselors and teachers work to identify and recruit students for academies, AVID, honors, DP, Advanced VAPA, and AP classes. Three years ago the number of students taking 11th grade IB diploma classes in all areas began to expand and in some cases doubling. This included students with special needs and English Language Learners challenging themselves in areas of strength. To monitor that all students are meeting academic standards, common assessments are used in many of the core subject areas, which are developed by PLC subject matter teams. Some departments are making better progress than others. Departments that have adopted and are implementing new curriculum have progressed implementing common assessments. Also during the 2016/17 school year, departments began developing and implementing GRASPS (Goal, Role, Audience, Situation, Product/Performance/Project, Standards) authentic assessments so students are able to demonstrate applied knowledge of what they have learned. All students at Laguna Creek are involved in challenging learning experiences that *Make Great Things Possible*. The collection and examination of student work reveals an emphasis on implementing Common Core strategies as well as school-wide student learning outcomes. All students are provided the opportunity to meet a-g	•Master Schedule •Common Assessments •GRASPS Assessments •Course Completion Rates •IB Learner Profile •VAPA Unit Assessments

requirements by enrolling in CP, IB, or AP classes. Support for struggling EL and Math students to master academic content are available through EDGE and ST Math respectively.

Paraprofessionals are available to assist, either as full-inclusion or as teaching assistants for students in general education classes and most Strategies classes.

In the Science department, all science classes are a-g.
Laguna Creek staff are moving away from requiring rote memorization to a more student centered instructional model by encouraging group work and assessments. These methods include exit tickets, journaling, graphic organizers, etc. Teachers are encouraged to emphasize think-pair-share strategies within their classrooms.

Students meet regularly with counselors to ensure that they are on track to graduate and are engaged in challenging curriculum. In addition to students meeting with guidance counselors, students have a full-time College and Career Counselor and Center. The counseling staff organizes college visitations, assist with filling out FAFSA forms, scholarship information admission deadlines, college entrance essays, along with the interpretation of PSAT/SAT/ACT results.

The social science department has implemented the Historical Investigation across all grade levels where students are required to write a college-level research paper about a historical topic. Teachers also meet in PLC to evaluate common assessments and their performance. Then, teachers determine what caused various groups to be successful and how to channel that across all groups. Through the implementation of IB, culturally relevant learning has been implemented into lesson plans, making sure to include as many perspectives as possible.

The career academies and pathways give students an in-depth perspective on opportunities in a variety of disciplines. Laguna Creek currently has three academies and is developing a Fashion Design and Computer Science pathways that provide multiple opportunities for learning beyond the classroom. Students participate in numerous performances, competitions, job shadowing, internships, and field trips.

All teachers have access to two computers labs and more than 20 Chromecarts to enhance student learning using the most current educational practices with technology such as Google classroom, Google docs and Google forms. The Math department uses GeoSketchpad, Desmos, ST Math, Kuta software, and apexvs for credit recovery.

In the VAPA department, all courses are based on California's Visual and Performing Arts content standards. The MYP key concepts such as personal expression cultural expression, globalization, creativity, and artistic expression across cultures are addressed with all VAPA courses. By nature, VAPA courses are performance-based. To demonstrate mastery and/or proficiency of objectives students must participate in performances or create artwork or products that meet a

predetermined criteria that challenges students to problem-solve and demonstrate understanding of concepts, skill, and personal expression.	

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
LCHS have APEXvs for after school credit recovery for students needing Math or ELA credit recovery. This program assists students with meeting graduation and a-g requirements. All students have content area credentialed instruction to assist, monitor, and assess. EGUSD has adopted the remediation software ST Math, created by the MIND Research Institute to help students to visualize concepts in a game atmosphere. Students enjoy the game while learning to use their brains to access mathematical content. ST Math is used in the three sections of Yearlong Math I.	•Extended Day - Credit Recovery- apexvs •ST Math

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
Teachers provide course outlines/syllabi and post daily learning objectives on the board that are aligned with each courses essential common core state standards, where applicable. Students are provided with standards and expected performance levels that demonstrate proficiency. Teachers provide course and/or assignment rubrics and review the expectations with students. The rubrics are used to assessment student work. Teachers create common assessments, both formative and summative, that focus on what each student needs to be prepared for the course within that content area. Providing students with the expectations of each course helps to prepare students for the rigor of college or career at the end of their post-secondary experiences. Teachers of Diploma Programme and AP students hold after school meetings to prepare students for their rigorous summative exams. Laguna Creek's Counseling staff meet with and monitor each student on their caseload to ensure correct course selection and placement. Counselors review students' transcripts and conference with teachers for the best path for all students. Parents and students have had access to School Loop and will have access to our new information system, Synergy. Students and parents can view current grades, missing assignments, and attendance. Some teachers use Remind and other applications that	•Course Syllabus •Rubrics •Project packet •Study guides •Agenda/objectives •Counselor-student meetings •Synergy •IEP's and 504's calendars •Managebac •IB Internal Assessments (IA) rubrics •Released IB questions to show level of difficulty •IB standards •Exemplars of previous student work

allow for student contact with teachers outside of school hours. Laguna Creek also using an auto-dialer that keeps parents and guardians up to date with school activities and student attendance.

In the social science department, objectives are posted daily, rubrics/exemplars are utilized for OPCVL(an evaluation of sources skill used in IB) and writing responses. All standards are presented in the syllabus at the beginning of the semester. Students are well versed in the assessment processes of both AP and IB which supports our successful pass rate of the IB exams.

In the Science department, NGSS - style instruction guides students toward objectives. The IB curriculum very clearly shows expectations and level of difficulty that are provided through GRASPS and associated rubrics found in the unit plans for MYP and IB DP within managebac. LCHS is currently planning to have students log on to managebac to use this application to receive and turn in assignments. Using managebac will assist students with the logistics of both MYP and IB curriculum.

Student Study Teams meet for IEP's and 504's with the appropriate staff. IEP meetings are held multiple times per year and follow-up and feedback are used to address the needs of each student. Students and parents/guardians are a crucial part of all IEP meetings. 504 meetings are held annually by the Counseling staff to update and ensure accommodations are optimal for student success.

Differentiation of Instruction

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

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

Findings	Supporting Evidence
To promote differentiated instruction, there has been a concerted effort to routinely incorporate structured student interaction into LCHS's 90-minute lessons. Teachers incorporate gradual release of responsibility, modeling, pair share, Socratic method, gallery walks, technology, etc. into their lessons, as a way to promote active student engagement in every lesson. Teachers build structured student interaction into gradual release of responsibility into their lesson plans which are shared with administration. During administrative walkthroughs, structured student interaction is evident as students are engaged in the learning process. As result of active participation, teachers are able to monitor whether students are grasping the key concepts. Most Laguna Creek High School classrooms have ceiling mounted projectors with speakers, document cameras, and access to more than 20 Chromecarts. This technology access provides opportunities to diagnose individual students content level acquisition, remediation and enrichment needs.	•Professional Growth Calendar •Academy late start •IB late start •Content department late start •PLC late start •Common Prep time per content courses •Student work samples •Computer lab calendar •Structured student

	interaction
Each department has developed strategies to differentiate instruction (include any district training, outside district training avid etc that differentiates instruction) Math, English, Science, Social Science, World Language, VAPA, Academies, AVID, and pathways. Some of the staff at LCHS are trained within Solution Tree's PLC model. Teachers learn to form collaborative groups, describe essential standards within the CCSS and NGSS frameworks, discuss how to best teach these standards, use formative assessment techniques, reflect on the results, which encourages change instruction to best meet student needs within the classroom. This year teachers will expand their use of data-driven decision making by analyzing the results of their commonly derived assessments, the impact of instruction, and to change instruction appropriately as needed. Also, in the Mathematics department, each of the three PLC's are naming Essentials Standards to be covered to address the coherence necessary for students to be successful in next math course. In the social science department, teachers: utilize Google Classroom to implement online research assessments including various media (both primary and secondary), project videos (both historical documentaries and YouTube videos), have students complete current events projects, and poll feedback through Google Forms, and also implement projects where students have a choice on the way they present each project. This curriculum/lesson planning ensures that the IB Learner Profile is explicitly taught and students have access to real-life global experiences. Many classes allow students to use personal technology, cellphones, tablets and laptops to access the curriculum. Students complete webquests and virtual fieldtrips. Our EL students have technology to help them access curriculum in their home language. StudySync began in every ELA department classroom throughout the district effective the fall of 2017. EGUSD's Office of Curriculum and Professional Learning is in the process of developing district wide summative assessments and is currently working on establishing formative assessment strategies.	•Group work •Common Rubrics and Pacing Guides •Ceiling Mounted Projectors •Chromebook Carts •Google Classroom •Videos/Movies •GRASPS

C2.Student Engagement Criterion

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

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
All teachers are provided with professional development through EGUSD, CPL, IB (DP/MYP) and on-site instructional coaches for Math and ELA as well as EL, Google Docs, and Structure Student Interaction trainings, etc. EGUSD works to provide staff with a variety of researched based professional development training opportunities to promote and increase student engagement and learning outcomes. To date, 80 percent of LCHS staff are IB trained and all core subject teachers attend EGUSD sponsored new curriculum and CCSS trainings. EGUSD has a focus on research-based formative assessment strategies that increase student engagement and learning outcomes. EGUSD provides one pre-service day dedicated to training teachers in current research-based teaching modalities. Laguna Creek has a Professional Growth Calendar that provides days and times for collaboration. There are currently 20 late start days for PLC work, 10 days for Academy collaboration and 6 days for IB (both DP and MYP). All classrooms have standard equipment, including a desktop computer with internet access, wifi, and access to printers. Most classrooms have an LCD projector, most mounted in the ceiling with speakers, document cameras, and some interwrite/smart boards. All teachers have access Chromecarts and can schedule time in two computer labs. All staff are provided release days for opportunities to attend workshops and conferences, both inside and outside of the district. Laguna Creek's staff have access to a well-organized library, to include a full time librarian and full time assistant, with a part-time staff after school. The library stays open after school for 1.5 hours every day for studying and computer use. The library is used to guide research and facilitate authentic, relevant learning experiences. Students are able to use desktop computers to access databases, web sources, and print materials. Library research can be saved via cloud software and is thereby accessible from a variety of locations. Projects and assignments are also accessible through teacher-directed google forms, google docs, Remind, School Loop and now Synergy accounts. Teachers use a variety of technology services to check for understanding during class such as Clickers, Plickers, GradeCam, and ZipGrade.	•Professional Growth Calendar and agendas •Clickers •Plickers •EGUSD CPL Calendar •Library Lab Calendar •Library databases

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
LCHS does not offer online instruction, other than APEX during extended day and the new computer science pathway. Competencies are not assessed during online instruction.	• Extended Day Credit Recovery • coding.org

Teachers as Coaches

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

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

Findings	Supporting Evidence
Within the MYP model, teachers design and use inquiry-based activities to promote learning. Like coaches, teachers demonstrate the desired learning objective through the use of gradual release of responsibility. Teachers explain the desired objective and demonstrate the skill, while providing opportunities for students to practice the skill and show mastery through independent practice. This is accomplished by teaching teamwork and encouraging students to work together on projects and/or solve problems, etc. that are linked real-life and globally minded lessons. Some subject area teachers naturally use the coaching instructional model in all their lessons. Other subject area teachers tend to provide teacher delivered lectures/instruction. Over the past six years, district and site administration have worked closely with teachers to promote the coaching/structured student interaction model in all subject areas. Administration models such instruction during staff meetings and works with individual teachers to shift their practices. Teachers work as coaches to facilitate learning for all students in all classes in all subjects every day. The coaching is provided in variety of ways: During direct instruction, teachers use the Gradual Release of Responsibility model (GRR), which guides the 'I do, we do, you do together, you do' strategy as a direct intervention for instruction. Some teachers use individual whiteboards, Clickers, or Plickers as CFUs. Within the MYP model, teachers design and use inquiry-based activities to include Unit Plans and Assessments that are real-life and globally minded lessons. AVID students are trained in the use of Cornell Notes. All VAPA, Academy, Pathway, and IB courses are activity and project-based which requires the teacher to act as a coach and to facilitate learning. Many core content subject areas utilize project-based learning, such as the Cultural...Project in all world	• MYP Training and Collaboration • Structured Student Interaction PD • Teacher Evaluations • GRR • POGILS • IEP services • Projects

| language courses.

With the integration of the new integrated math courses and the focus on CCSS, students are expected to grapple with ideas and tasks, dig deeper to answer the 'so what?' question, and present their findings. Teachers coach students through this process to ensure students are successful at this form of critical thinking.

In Social Science, teachers are starting to use inquiry based learning where students are guided to their own discovery. Teachers are also working towards building a safe space/community through positive reinforcement and community builders. Teachers are moving away from the lecture style classroom to discussion based/collaborative classrooms.

In Science, uses model building with the guidance of NGSS pedagogy. The modeling of problem solving with these lessons helps students have access to the curriculum that is real and sustainable.

As club advisors, teachers serve as coaches and community service mentors to one or more of the multiple extra-curricular clubs after school such as ACADECA and Powder Puff Football. | |

Examination of Student Work

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

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

Findings	Supporting Evidence
Students have multiple opportunities in all classes to demonstrate their ability to organize, access, and apply knowledge in direct and indirect ways. The ability to acquire knowledge and skills at a higher cognitive level is developed through the explicit teaching of common core state standards and the attributes of the IB Learner Profile/SLOs. Students routinely demonstrate their critical thinking ability during structured student interactions, discussions (socratic method), and collaborative projects, as well as during independent coursework. In most classes, students demonstrate their ability to organize, access, and apply knowledge through their written work. In math classes, many teachers have students write justifications for the processes used to solve problems. In English and Social Science classes, students are required to synthesize multiple sources to create and support an argument. In Science classes, students have lab opportunities where they can explore and discover scientific concepts. In VAPA they demonstrate their knowledge using all modalities: kinesthetic, auditory, visual, and tactile.	•CCSS implementation •IB Learner Profile •Student Learning Outcomes •Standards of Mathematical Practices (SMP's) •SCA Sophomore Career Presentation •SCA Senior Fitness Assessment Project •Historical Investigation

In the SCA, students create portfolios allowing them to track their progress through the three CTE courses. In Social Science, students utilize structures across the grade levels: Origin, Purpose, Content, Value, Level (OPCVL) to analyze sources, TBEAR to construct writing responses based upon sources analyzed using OPCVL, CARS to evaluate the effectiveness of evidence, VST to analyze and break down prompts, and the culminating internal assessment of the Historical Investigation. Program offerings include Yearbook, Cardinal Video, Cardinal News, Theater, and academic competitions (ACADECA, Mathletes, Science Olympiad, Lake Natomas' Solar Regatta, etc). Through these specialized programs and class offerings, students complete work that is relevant and students are able to apply the knowledge acquired during their coursework and in their college and career pursuits after high school	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
LCHS utilizes Turnitin.com for assist the campus with academic honesty, EBSCO in the library, and myriad of other resources for research. IB students are required to research for multiple units, thus all students have access to highly researched programs for to research and communicate online	•Managebac •EBSCO •Turnitin.com

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

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

Findings	Supporting Evidence
In most LCHS classrooms, student work is on display. Utilizing GRASPS for unit planning within MYP Units, requires students to have a learning Goal, a learning Role, an Audience, a Scenario, a Presentation or Project, that is Standards based. Within the MPTA, students build Tiny Homes, with the assistance of a linked-learning experience with Lennar Homes. These homes were built for homeless Vets, creating opportunities for thinking, reasoning, and problem solving. The GETA builds solar suitcases for worldwide distribution, builds solar boats that compete internationally (local champs of the Natomas Solar Regatta), and other alternative energy projects that provide real-life experiences as students investigate the best way to go fast on the water. In VAPA, all students problem-solve in all VAPA courses to create both individual and group works of art. Scene work, visual art projects, and musical performances all require students to organize their time and collaborate in a group to meet a deadline on which they display their artistic skill. Upperclassmen VAPA students mentor and apprentice lower classmen in technical skills of using VAPA equipment such as ceramic kilns, theatre lighting board and instruments, theatre sound board, theatre set construction tools, band equipment upkeep, repair, storage, camera care and storage, dark room etiquette and rules. Dance and Theatre create solo, duet, and ensemble pieces to explore various styles, genres, and techniques. These experiences help	•MYP Unit Plans •Student Work •Tiny Homes •Solar Suitcases •Handmade Solar boat •Advanced Theatre Portfolios for Set Design, Lighting, Costume •Theatrical Makeup, Theatre 3 •Vocal Ensemble Final Concert •Winter Band Concert •VAPA lab •Photography dark

them advance their performance of communication skills. In Science, use an engineering process to develop Science projects such as Egg Drops, Rube-Golberg particle model, and mini wind turbine.	room Technical Theatre Spaces Ceramics Room •Band Storage and rehearsal space. •Egg drop •Rube-goldberg •Particle model •Mini-wind turbine

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

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

Findings	Supporting Evidence
Across the curriculum, students are using technology in a variety of ways to support their learning. Increasingly, teachers are using chromebooks with classroom instruction along with requiring students to use google classroom or create powerpoints, along with other forms of presentations. The use of chromebooks, google classroom, or a variety of presentation modes are used to engage peer learning, summative assessments, etc. Students are afforded self-directed, authentic learning opportunities through a variety of problem-solving scenarios. Beginning this year, those involved in the MYP have a personal project requirement that will help them to focus on future academic plans but also an opportunity for students to express themselves in authentic presentation. Math I yearlong students and Strategies Math students utilize on-line learning to supplement and remediate student learning with ST Math. All math students have access to scientific calculators and graphing calculators for Honors and IB student use. The Math Department also uses Desmos for in class instruction for graphing functions. APEXvs is provided for math credit recovery and has successfully provided opportunities to be eligible for graduation or a-g completion. LCHS's award winning GETA program builds boats, races, and wins the Solar Regatta yearly at Lake Natoma. GETA also builds and delivers solar suitcases as far away as Africa providing indoor light miles away from any power line. These good works have produced awards for the past three years. LCHS VAPA provides Computer Graphic Design courses that assist students in learning not only VAPA academic standards but the communication skills necessary to operate in an ever increasing technical world.	•Chromebooks •Google Classroom •Google Forms •Google Docs •Powerpoint Presentations •ST Math •Apexvs

During summer school, two Social Science teachers held training class for students to compete in the Academic Decathlon.
LCHS has a large Mathletes club that has won the many competitions among schools, not only in EGUSD, but across the Sacramento region.
LCHS, for the first time this school year, is offering a Computer Science pathway. This course uses coding.org as their instruction with the assistance of the teacher as a coach on the sidelines. Most of the students taking this course are involved in the after-school club, CyberPatriots, a program run across EGUSD.

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

Findings	Supporting Evidence
Students use cameras, audio equipment, editing software to create professional quality monthly video clips for the production of Cardinal Videos. Students conduct online research through databases and search engines both in the classroom via Chromebooks or in 2 computer labs and the lab within the library. Student work demonstrates the effective integration of a variety of presentation tools and MLA/APA cited research from Strategies English 9 to HL Mathematics, year 2. The sample student products show our students ability to apply higher order thinking skills including analysis, evaluation, and creation of thoughtful challenging projects. ST Math and StudySync use the computer to help students increase their rate of skill acquisition of concepts previously unknown. Classrooms equipped with projectors and document camera which are utilized daily by teachers. In addition, teachers use interwrite/smart boards, graphing calculators, and chromebooks. LCHS, for the first time this school year, is offering a Computer Science pathway. This course uses coding.org as their instruction with the assistance of the teacher as a coach on the sidelines. Most of the students taking this course are involved in the after-school club, CyberPatriots, a program run across EGUSD. All IB Diploma students are assigned an Internal Assessment that includes research using inquiry-based strategies in a global context. Students are expected to present using technology and produce a paper, even within IB Math classes, to demonstrate their learning. The VAPA department show cases their work in a Spring Gallery Show. Dance performs their concert in a 700-seat auditorium. Theater produces a regional theatre festival. The music department competes in over 20 competitions through California and Nevada	•Student work •IB Internal Assessments •ST Math •StudySync •Classroom technology •Ceiling-mounted projectors •Document cameras •Chromecarts •CyberPatriots

Real World Experiences

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

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

Findings	Supporting Evidence
LCHS supports strong green energy, athletes, manufacturing and production, VAPA, business and fashion design through the academies and academic pathways. Students are encouraged to participate in public speaking, debate, and community outreach programs. LCHS staff regularly invite guest speakers to discuss opportunities in the workforce and academia. Clubs are another venue for students to have exposure to real-world experiences and community involvement. LCHS's BSU is one of the nation's largest and most active club with hundreds of students involved. With a large variety of clubs to choose from, students can find an activity that meets both their personal interests and their desire to engage in experiences tailored to their passions. Work experience and the mentor programs embedded within two of the academies, provides LCHS students additional opportunities for practical hands-on applications that will support students and give them the skills they will need after high school.	•GETA, SCA, MPTA •Fashion and Merchandising •Computer Science Pathway

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real .experiences and applications for the students.*

Findings	Supporting Evidence
EGUSD has connected with CaliforniaColleges.edu, providing all district secondary students and families with college and career institutions in California (Still waiting for the UC to join). This system has lesson plans, videos that instruct students how to fill out the FAFSA, put together college applications, and how to fill out scholarship applications. The full roll-out of the online application will be in the 2018/19 school year, even though students currently have access.	CaliforniaColleges.edu

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The staff at LCHS are committed to providing students with challenging learning experiences, which meet the academic standards and the student learning outcomes (SLO's). Students have access to a variety of class levels, such as honors, AP, and IB courses. Teachers are effective at a wide variety of instructional strategies and are also adept at differentiating instruction. Teacher competency in using technology varies, but most teachers effectively use their projectors, document cameras, and computers on a regular basis. Over the past three years, the level of technology used in the classroom has increased especially among newer teachers and as teachers implement curricula that have on-line components such as StudySync.

Teachers at LCHS are trained in using the GRR model (Gradual Release of Responsibly) and the inquiry-based instruction provided by IB MYP and DP unit plans and curriculum. LCHS teachers coach their students through standards by scaffolding, using research-based structured student interactions such as 'think, pair, share', planning and delivering common formative assessments to drive instruction.

Instruction is effective in supporting students in developing skills for critical thinking, reasoning, researching, and problem solving. Students can demonstrate their learning in a variety of ways, including many non-traditional ways. Students have access and are taught to use multimedia resources throughout their tenure at LCHS.

While technology is a strength, it is also an area identified as needing training and growth. LCHS teaching staff, through leadership and department PLC's are working to identify essential skills for each content area, assess them, and then in turn change instruction based on the results. This is the hope of LCHS. With the adoption of CCSS, new texts in Math and English, teachers are struggling to form fully operating PLCs. With the growth of PLC-focused work on changing instruction, LCHS will continue to improve the D/F ratios and the number of students who are a - g eligible.

Students and counselors collaborate to create an appropriate course plan through student 4-year plans or other learning plans as needed.

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

LCHS students experience challenging and relevant instruction both in classrooms and outside of the traditional classroom. Students are aware of their individual expectations through feedback from formative course assessments and syllabi. LCHS teachers use differentiated instruction in the classroom using peer tutors, multimedia remediation (Google forms and docs), structured student interactions that assist in student engagement.

LCHS has multiple opportunities for students to be technologically savvy with access to computers in all classrooms using chromecarts, two full computer labs, five lab classrooms, and fully staffed library, both during the school day and after school.

All LCHS teachers are high qualified to teach the subject in their content area. There are about 30% of the staff trained in IB Diploma and about 60 percentage of the staff is trained in IB MYP inquiry-based instruction. This instructional training provides a real life, global context for instruction in all 9th and 10th grade courses, to include all IB DP courses.

LCHS's academies and pathways provide their students multiple opportunities to experience real life problem

solving techniques, along with an understanding of their local, regional, or global communities. GETA has provided Solar Suitcases around the world. SCA prepares students to be physical trainers, MPTA builds tiny homes for veterans, and the Computer Science pathway competes in EGUSD's CyberPatriot program.

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

•LCHS should strive to have all teachers trained in both IB MYP and DP programmes, that would make LCHS a truly full IB school.

•LCHS needs to increase the number of students that are a - g eligible.

•LCHS should research ways to continue to decrease the number of D's and F's

•LCHS needs to continue to increase opportunities for all stakeholders to feel connected to the campus, to build the relationships to reflect a connectedness for all.

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

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

Indicators with Prompts

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
LCHS staff use a variety of assessment processes to analyze student performance and programs. EGUSD's Research and Evaluation Department (RED) provides LCHS with data regarding student performance, discipline, attendance, and college preparedness. The data from state (CST and CAASPP) and district (FAST) have been utilized to identify underrepresented students who have the potential to take and do well in honors/DP/AP classes, students who need additional instructional support as well as help identify students for AVID, academies, and DP. The data also are used to engage staff in conversations regarding programs as they relates to improving instructional practices and providing better support for students. Data are routinely reviewed during staff, department, PLC, and leadership meetings; however, the degree of data analysis varies based on department and PLC group.

State, district, and site data prompted the expansion of yearlong math classes from Algebra I/Math I to include Algebra II in 2015/16. With the transition to integrated math, LCHS added an Applied Math class and Math II year-long class in 2017/18 and will add a Math III yearlong class next year to provide intervention for students who need additional support.

Data are used to identify which students could use ELA support. In 2016/17, LCHS implemented the ELA Literacy class for special and general education students who are more than two years below grade level. Data also are used to provide special education students and English Language Learners (ELL) with necessary support through strategies classes or EL and SDAIE classes respectively in a variety of areas such as ELA, science, and social science departments. As a result of the changes, the number of students prepared to meet A-G requirements has increased from 43 | •EGUSD Research and Evaluation (RED)

•GRASPS

•FAST

•CST

•MYP units

•IB Exams

•IB Extended Essay

•Common Assessments

•IEP assessment goals/results

•Rubrics

•PLC, Department, Staff, and Leadership Meetings

•CCSS

•NGSS |

percent in 2011/12 to 54.7 percent in 2015/16. Although there appears to be a significant rise in a-g completion, for the year 2014/15, the percent was 60.7 percent, which dropped to 54.7 percent. This is an area of concern for LCHS staff. Additionally the number of students taking advanced DP or AP classes has increased during the same period. In 2014/15 48 percent of LCHS students took DP/AP courses and 54.7 percent took DP/AP in 2016/17.

LCHS utilizes data from a variety of assessment types used in the classrooms, which include common formative and summative assessments. Additionally, the adoption of MYP is changing the way that LCHS creates assessments. In 2016/17, departments began developing and implementing GRASPS assessments that are designed to be more real-world, inquiry focused that is consistent with the IB philosophy. The MYP GRASPS guidelines and rubrics also mirror Common Core State Standards, enabling staff to measure whether students are achieving standards. Departments are at varying stages of implementing GRASPS. Staff reported the goal is to provide additional opportunities to practice skills if a student is not achieving standards based on a passing score on rubric.

Based on data from IB and AP end of course exams as well as data from the IB Extended Essay results, staff routinely adjusts instructional practices to improve instruction.

In science classes, students complete formative assessments of various kinds on a daily basis. During lessons, teachers use formative assessments like quick check questions, checks for understanding, exit slips, reflection questions, and think-pair-shares to assess student learning in real time. Science teachers use this information to differentiate instruction on a daily basis. Teachers also use formative assessment data to inform students of their progress towards mastery of content standards and learning objectives. All science classes also give summative assessments in the form of traditional unit assessments, lab reports, and projects. Lab reports and projects are graded using the International Baccalaureate Middle Years Programme rubric. Teachers work together in PLC teams to create assessments and review assessment results. Teachers use the results to plan reteaching and differentiation. Science teachers provide written feedback on summative assessments in order to communicate to students how they are making progress towards mastery of content standards and learning objectives. All assessments are designed to allow students to show mastery of CA's NGSS standards. At this time, CA is still working on creating a test to assess NGSS standards at the statewide level. Students did a pilot test last year in 10th grade only.

Monitoring and Reporting Student Progress

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

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate*

stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
LCHS staff preview data from statewide exams, then use this data to inform site planning through its LCAP and Site Council where stakeholders are invited to attend. LCHS effectively communicates with students, parents and the community. Many teachers routinely post assignments and grade information on SchoolLoop/Synergy, which is accessible to students and parents via StudentVUE or ParentVUE, which includes: 1. Student progress/grade reports for all classes. 2. Class assignments and handouts. 3. Current course histories (transcripts), graduation requirements. LCHS staff provides data to stakeholder groups in a variety of avenues, which includes the principal's quarterly newsletters, weekly announcements posted on LCHS website and sent to parents via Synergy, Cardinal Cafe Morning Meetings, quarterly Concerned African American Parents (CAAP) meetings, Academy Advisory Meetings, PTSO, IBPO, and Booster meetings for band and sports. Staff provides information about district data, the IB Programme, and the School Accountability Report Card. Other meetings where students, families, and community members are encouraged to visit LCHS are Back To School Night, Back to the Nest, Awards (nights), IB information nights, Bring Your Parent To Lunch events, incoming freshman night, welcome open enrollment dinner, Academy recognition nights, VAPA performances, and more. Sharing 'Approachs To Learning' (ATL), from the IB MYP, skills with students and parents via course letter, Back to School Night presentation, and handouts sent home to share with parents. MYP unit information regarding assignment, project and rubric for each of the summative assessments is also shared with parents. LCHS Staff attend Board presentations with the principal, students, and program coordinators. Most LCHS staff is prompt to respond to parent requests for information either through phone, email, or in person. Science teachers communicate with stakeholders about student progress in a variety of ways. First, teachers speak directly to students in whole group, small group, and individual settings. Teachers also provide written feedback to students on summative assessments. Science teachers communicate with students and parents through telephone calls, email, and class websites (e.g.:	•LCHS LCAP •Principal's newsletter •Synergy •Parent attendance •Community service projects •MPTA with Villara •MPTA & GETA with tiny house project •Student and parent attendance •Synergy •School Loop(Parent Vue) •School Website •Flyers •News/Media •Fundraisers •Attendance phone calls •Cardinal Cafe Chat •ParentVUE via Synergy •Auto-dialer calls •Parent Newsletter per term •PBIS newsletters •AVID newsletters •School Accountability Report Card •Rubrics used for summative assessments/student work samples

edmodo, google classroom). These methods are very effective with regard to communicating with students. Communicating with all other stakeholders is more difficult, especially those other than parents. Other stakeholders often have to seek out information.

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
LCHS staff have used SISweb, the district's Student Information System, and SchoolLoop to provide parents and staff with information regarding student progress toward meeting academic standards. Beginning with the 2017/18 school year, staff will be using a new system, Synergy. In the past, most teachers utilized SchoolLoop to record student progress and as a mechanism to communicate the progress to students, parents, and staff. LCHS staff monitor grades, a-g completion, and MYP/DP rubrics. Generally, grades mirror student understanding of the curricular standards. We have not done a good job of measuring SLOs or determining what metrics are appropriate to measure them in the past. Our new Student Learning Outcomes are the IB Learner Profile, which is in every classroom. Staff and students are encouraged to find themselves within the profile. Monitoring them will be instructive of our growth and are contained within each MYP/DP unit. LCHS students, through their advocacy class, participate in a number of college preparatory assessments to ensure college readiness. LCHS academies strive to make students aware of the career opportunities. Due to the changes over the past several years regarding common core standards, statewide testing (CAASPP versus CST), and student information systems (SISweb versus Synergy), it is difficult to evaluate the effectiveness of a system over a period of more than a year or two. Based on data from the CAASPP, the past several years, it appears our students remain close to baseline with minimal improvements regarding Math/ELA college readiness which can be seen in the a-g completion rate. The participation rates in CP and advanced courses and the students that remain in those courses has increased as evidenced by a-g completion data provided by Counseling staff. Using the MYP Language Acquisition phases, we can evaluate the current	• SISweb • SchoolLoop • Synergy • CAASPP • Common department assessments • IB Exams • College preparatory classes-AVID • Academies - - MPTA, SCA, & GETA • Career Center • Advocacy Lessons for Col/Car • CAHSEE • CST • Synergy • Language Acquisition Guide book with phases • Student work samples • DP Exam results • Hard copy transcript reviews • D/F progress report lists with meeting follow ups • Lesson plans from advocacy • Lesson plans from counselor visits to the classroom • Senior meetings

ability of each student. Once placed in a particular phase, individual students are then targeted towards skills needed to move the student to upper phases. In the DP Language classes we have the internal and external assessments to determine level of proficiency.

LCHS has a wide range of staff members who are monitoring and tracking student progress through the years of the Advocacy program. Counselors do transcript reviews multiple times a year, Advocacy lessons focus on grades multiple times a year, and if a student is in an academy, the coordinators and/or teachers also review and monitor the students' success. More frequent informal grade checks are completed during Advocacy to monitor student progress within the semester. Most student grades are determined by standards-based assessments. LCHS teachers work in department PLC groups and/or grade level groups. These groups determine power standards for their grade-level, and anchor student grading. As a grade level or program they set the mastery level for their classes. Vertical articulation occurs between LCHS teachers to determine the needs for student skills. LCHS has become more effective ensuring student mastery by adding Applied Mathematics for students who are not strong enough to move onto Math II, in order to reevaluate mastery. The integrated math series adheres to common core expectations to ensure common curriculum for each course. The integrated Math series meets the a -g requirements. AVID supports student college readiness by ensuring that students meet the A-G requirements.

Data collection and analysis of student content mastery and needs prior to GRASP assessments by grade/content level are conducted at the PLC and or grade level team. With the use of authentic assessments with specifically delineated tasks that require students to apply individual knowledge in both individual and group assessments minimizes problems with academic integrity.

Grades in science classes are based on whether students have mastered the content and skills laid out in the CA NGSS standards. Some classes have additional standards like AP or IB learning objectives. For example, AP Physics uses both NGSS and AP standards. Generally, science curriculum is divided up into six to ten units that are covered over the course of the year. Students are assessed at the end of each unit by a unit test, a lab, or a project (or some combination of these). Students are assessed at the end of each semester on the final exam or final project. Student grades are based on standard mastery. Students receive rubrics that explain grading on projects and labs. Teachers review tests in class and students receive written comments. In several classes, students have the opportunity to do test corrections and sit for retake exams that can replace their original grade. This ensures that student grades are based on what students have learned by the end of the semester. The science team works together as

PLCs to assess their assessment system. They review student work and discuss whether students have mastered the content standards appropriately. Teachers also discuss how many students are passing or failing their assessments and use this information to readjust the assessment system as well as instruction.

LCHS has a high level of Ds and Fs, impacting 25% of students. Although LCHS acknowledges that this is not a bad rate overall in the EGUSD, LCHS deems this as a critical area of need. Also, the a-g completion rate is far too low for LCHS, noting a substantial drop from 60.9% to 54.7% in the last year.

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
LCHS uses turnitin.com to assess student originality. Not all teachers use this application to grade written assessments. MYP units are entered and monitored for completion through managebac. LCHS uses apexvs.com for credit recovery primarily used for Math. APEXvs is vetted by EGUSD to be CCSS compliant through various steering committees. LCHS also used ST Math for remediation in Math I yearlong which is CCSS aligned.	•Turnitin.com •Managbac.org •Yearlong MYP Unit Subject Group Overview on managebac •APEXvs •ST Math

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

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

Indicators with Prompts

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
LCHS teachers utilize a variety of formative assessments to measure student understanding/progress. As part of the effort to promote structured student interaction, teachers routinely use warm-ups, pair share, exit tickets, thumbs up, etc. to guide and adjust classroom instruction to meet programmatic goals. Some of the formative assessments are: Tickets out the door, Checks for Understanding, Plickers, group quizzes, and some in-class performance tasks. These daily activities, such as student collaboration in the form of group quizzes, are used not only as re-teaching tools but also to drive instruction. Most LCHS teaching staff use summative assessments to certify that content mastery has been achieved that can provide feedback for students and parents. LCHS teachers are skilled in a variety of assessment types. PLC groups allow for the sharing of data in grade-level teams or through vertical articulation. Common assessments are created in PLC collaboration sessions that use data analysis protocols. The processes used are document, multiple drafts, showing work, and live performances in most content areas. In English, in each unit of study, we provide students many formative activities and assessments such as daily dialogues, reading, listening, and writing to prepare them for the summative tasks. For speaking tasks, students do many pair dialogues. For listening activities students answer questions or fill in the missing information or thumbs up or thumbs down. For writing tasks the prompts are given in GRASP format and students produce a variety of types of writings like diaries, formal letters, emails, blogs, advertisements, and articles. For speaking, formative assessment students meet with teacher and are asked questions on the spot and must think on their feet to produce target language. In science classes, formative assessments happen on a daily basis. This allows teachers to make real-time adjustments to instruction including student group and scaffolding of content. Using very frequent formative assessments is a very effective way to monitor student progress during a unit, well before a summative assessment. Summative assessments are less frequent, which is appropriate because they are meant to show mastery of multiple content standards after multiple opportunities to practice and get feedback.	•Warm ups •Think-Pair-Share •Exit tickets •Thumbs up •Essential standards quizzes •Group quizzes •Module Exams •Final Exams •MYP units •Project presentations •IB Internal Assessment Projects •White boards •Pre-assessment questions (MDTP) •Performance tasks •Socratic seminars •Google docs/classroom •Peer assessments •GRR •PLC data analysis results •Student work samples •Student video and audio recordings •ManageBac calendar •Observation notes from walk-throughs •Observation notes from formal observations

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
LCHS Math Department administers diagnostics provided within ST Math. Math I yearlong routinely uses this application to assess student's position on their personal math journey. APEXvs is used for online credit recovery, primarily for mathematics. LCHS English department has a new curriculum that has a strong online role. Students can peer review one another's work. The program also has a plagiarism program to help hold students accountable for their own work. ELA Literacy is a special program that is designed for guided teacher instruction as well as student self-paced curriculum with an online component. ELA teachers use StudySync online tasks. VAPA department uses online resources for piloting textbooks (Art 1, Art 2, Photo 1 and Photo 2, etc.). Some staff make use of Google Forms and Flubaroo.	•ST Math •Study Sync program guides •Student work from •Student progress reports through Language!Live program •APEXvs •Online resources •Individual teacher data •Student work

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
LCHS teachers are expected to use Gradual Release of Responsibility (GRR) in creating lessons. This allows for students to practice before having to demonstrate mastery. Formative assessments are used often, before evaluating whether students are ready to demonstrate mastery. Teachers use formative assessments on a daily basis to guide and inform classroom instruction. Findings are shared during PLCs and adjustments are made according to said findings. Adjustments might include specific student grouping methods, scaffolded teaching approaches, peer to peer tutoring, and/or reteaching of content. With the implementation of the integrated math program, LCHS Math Department teachers have created common summative assessments. Based on the data from the summative assessments, the teachers in Math Department PLCs work together to evaluate trends and adjust instruction accordingly. Currently, the Math department is developing a list of essential standards for each Math I, Math II, and Math III courses with the aim of using common formative assessments to guide	•GRR •Observation of GRR •Math PLC summative assessments •StudySync curriculum •Student work •PLC Agendas •PLC Collaboration •Common assessments •Student performances •Formative Assessments •Ticket out the Door •Bell Work •Friendly Talk

instruction and ensure students are ready for the next course. New curriculum in English Language Arts includes formative and summative assessments that teachers can give and evaluate the results during the PLC process MYP VAPA teachers modify units based on assessments from commonly used units. Frequent playing tests in Piano, Guitar, Band, Vocal, etc. allow teacher to assess levels of individual student performance progress. Teachers use a 'Friendly Talk' to assess student understanding and to identify misconceptions. The results are used to determine which misconceptions are still present and instruction is altered to address the misconceptions. In science classes, students complete formative assessments of various kinds on a daily basis. During lessons, teachers use formative assessments like quick check questions, checks for understanding, exit slips, reflection questions, and think pair shares to assess student learning in real time. Science teachers use this information to differentiate instruction on a daily basis. Teachers also use formative assessment data to inform students of their progress towards mastery of content standards and learning objectives.	•White Boards •Group Share

Student Feedback

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

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

Findings	Supporting Evidence
All LCHS courses have explicit syllabi that contains the expected level of achievement. They are distributed to each student at the beginning of each course. In some content areas, students complete a test reflection after each assessment. They then have to take their assessments home for a parent/guardian to sign with the reflection attached. This activity helps create a connection between the teacher and the student regarding expectations. This is done in several content areas. School Site Council includes student representatives who provide feedback and who have for the past three years been chaired by students. LCHS teachers take the opportunity during class and after school, such as lunch time and or after school tutoring, to receive information on students' experience in the	•Syllabi •Test Reflection Handout •SSC agenda/meeting minutes •Student anecdotes •Student surveys •Teacher/Student Dialogue •Students Council Meetings

classroom. The expectations of achievement based on the standards are explicitly cited by teachers, counselors, AVID coordinators, and through the culture of the school. Student surveys are conducted on a regular basis to gain student feedback for the direction of the classroom, either scholastically or on a personal level. In VAPA, Leaders, Drum Majors, Drama and Dance Leadership, etc. run sectionals and assess their group's progress in both formative and summative ways. In World Language classrooms we provide students the opportunity to demonstrate their speaking via interactive orals, pair dialogues, small-group debates and skits. For writing abilities we have them do different text types. For all of these tasks we use criterion C (Communicating) & D (Application to real-life) to give them feedback in the MYP classes. LCHS students are assigned to an Advocacy teacher who they see once a week over the course of four years. In these classes, teachers talk to students about the importance of being self-advocates, as well as how to manage workloads. By building relationships with a core group of students, teachers are often told about the various components of their students' core classes. Students complete lessons in Advocacy to teach them about SLO (IB Learner Profile) and EGUSD Graduate Profile. IB/AP students understand that a high score on an IB/AP test indicates college readiness. Science teachers speak directly to students in whole group, small group, and individual settings. Teachers also provide written feedback to students on summative assessments including tests, labs, and projects. Science teachers communicate with students through email, and class websites (e.g.: edmodo, google classroom). These methods are very effective with regard to communicating with students. Students can use feedback to improve their understanding of course content. They can also take advantage of growth opportunities like test corrections and retakes after they get feedback and practice. Many science teachers hold tutoring as well. This is a great opportunity for students to get small group instruction and specific feedback.	•Student samples of text types •projects with rubrics •Advocacy lesson plans •MYP Subject Guides

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

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

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress:

district, board, staff, students, parents, and the business and industry community.

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

Findings	Supporting Evidence
LCHS is provided with data from summative tests such as CAASPP, IB, AP, SAT, ACT, etc. Assessment data has a dramatic impact on guiding LCHS's academic and programmatic needs. LCHS staff is cognizant of stakeholder interests, which serves to motivate staff to be reflective and continually working to improve student outcomes and performance. Assessment results are published in the SARC, which is made public through the EGUSD website. State testing results are sent home to parents by CDE. CELDT/ELPAC scores are sent home to parents where growth in ELL proficiency is celebrated. Disaggregated data from State assessment testing provides monitoring of student, school and district performance. The collaboration between LCHS and stakeholders throughout the community such as, parents and local businesses, creates formidable allies in monitoring student learning and assessment. Synergy is beginning to keep students, parents, and teachers in contact. Parent meetings and conferences help students' assessment throughout the year. Through various business partnerships, feedback is given to teachers and schools regarding the skills they would like to see developed in students upon entering the workforce. Booster organizations such as PTSO, CAAP, and IBPO, bring together student/staff/parent to attempt to forge a relationship with district, the School Board, Business and Industry. The IB programme requires that assessments and results are communicated frequently to parents. As the school moves towards being a full IB school, these will be frequently published.	•SBAC/CAASPP •IB assessment results •SATs •AP results •CAASPP •Cumulative files •Synergy for all stakeholders (parents, students, and teachers) •Internships from Academy Business partners •Parent Meeting •Synergy •Public Booster Meetings PTSO, Band, etc. •Teacher syllabi with assessments and rubrics •Student handbook •School website •Dept. website •Teacher webpages •CAASPP •Academy Pathways in Fashion and Computing

D3.1. Additional Online Instruction Prompt*: Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
LCHS utilizes all computer labs/classrooms and chromecarts to ensure all students have access to CAASPP.	•Computers labs/classrooms •Chromecarts

Curriculum-Embedded Assessments

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

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

Findings	Supporting Evidence
LCHS accesses baseline data from SBAC/ CAASPP and other statewide summative standards exams. To date, LCHS has not been able to optimize the SBAC/CAASPP data provided. The mathematics department has been in the process of changing curriculum pathways, training for IB MYP courses, and implementing new common assessments within its PLCs. The math department PLCs are in the process of integrating the data provided to change instructional approaches through the derivation of essential standards in each of the Math I, Math II, and Math III courses. Disaggregated testing data is shared with the staff. The results of these assessments are discussed within departments and at school-wide faculty meetings. The PSAT is given throughout the district for free to all 10th grade students. It is a good indicator of student's future success on the SAT. It provides awareness of the propensity to succeed in college-readiness courses and in college. Evaluation of CELDT and EL reclassification data determine the need for improved ELD and extended SDAIE courses in various disciplines. An ELA Literacy course was created after assessing students' reading comprehension levels. These students are typically below grade level.	•SBAC/CAASPP results •Common assessments •Meeting Agendas •PSAT •Master Schedule •CELDT scores •RFEP data •ELA Literacy entrance criteria

Schoolwide Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
The LCHS math department has participated in a variety of training to implement CCSS and IB (MYP/DP) in its effort to meet the curriculum pathway changes from traditional to integrated Mathematics with new textbooks.	•HmH Integrated Math I, II, and this year III

The math department has undergone extraordinary changes in its program from traditional to integrated math. The training/professional development has been effective in providing staff with resources necessary to develop pacing guidelines, common assessments, etc. New curriculum adopted by the district for English Language Arts includes formative and summative assessments that teachers can assign and then review through the PLC process. By October of 2017 all LCHS World Language teachers will have gone to MYP training and have a better understanding of the philosophy and implementation of this program. For EL students, the Edge B course changed to a yearlong schedule. One member of the English Department teaches a college/career readiness class exclusively for EL students that helps them to be prepared for life after high school. The students in this class are generally L4, L5, or about to be redesignated fluent.	•MYP and DP Training •ST Math •Student Work •CELDT •RFEP data •LTEL data •SAT data

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

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

Findings	Supporting Evidence
LCHS counselors play a major role in assisting students with understanding graduation requirements, tracking credits and course completion. While LCHS counselors have a large number of students on their caseloads, they meet to provide lessons to each advocacy class annually, complete a transcript review annually, and hold senior meeting to ensure students are on course to meet graduation requirements and are taking rigorous courses. Advocacy lessons are provided materials to review graduation requirements and assist with the college application process, FAFSA form help included. This is done during counselor visits to Advocacy classes to review college and graduation requirements. The LCHS Leadership teams reviews homework policy and brings recommendations back to departments for discussion. A subgroup of Leadership met to begin discussion around the amount of homework assigned in each content area and its proportion of the student grade. LCHS plans to develop PLC Collaborations aligning assessment across disciplines/horizontal articulation	•LCHS counselors •Homework policy printed in student handbook •GPA data •Graduation rates •Leadership notes •Grade reviews with members of each department •Data results of students in particular academies

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

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

Findings	Supporting Evidence
LCHS employs several systems of security for high-stakes testing. All students either use computer labs or chromebooks to take the SBAC/CAASPP with assigned proctors; access to the tests are protected by EGUSD wifi with embedded security protocols. Test proctors are trained prior to giving tests and sign affidavits of confidentiality. IB Diploma candidates take an External Exam in their Senior Year, similar to AP exams. Proctors are trained and do not usually sit with their content areas, e.g., math teachers do not proctor math exams. Daily records are kept to check the completion of tests and students that may need to complete them in a different setting • Testing materials are locked away with minimal access • Passwords changed frequently • Secured servers and network	•CAASPP exam security •Testing affidavits •Teacher sign-in sheets •IB Exams •Proctor testing records •Only admin has the key

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

LCHS has continued to grow since its last WASC accreditation visit. There has been a substantial amount of training on and implementation of assessment processes that have used data from local, district, state, national, and now international sources with the implementation of the IB MYP and Diploma Programmes. LCHS uses disaggregated data on a macro scale to monitor, assess and inform all stakeholders. This is accomplished by administrative observations, program coordinators, and assorted parent groups and partnerships with local businesses. In the classroom, teachers daily use formative and summative assessments. Teachers use formative assessments to drive instruction and summative assessment to certify to stakeholders that students are held accountable to all CCSS or any content area standards, either externally or internally derived. All students are provided with syllabi that establishes levels of prescribed achievement in each course.

All stakeholders are informed by EGUSD's information systems, first SISweb and School Loop, and now Synergy. There are a myriad of parent groups involved in and with LCHS to include PTSO, IBPO, CAAP, and Booster

organizations for sports and band. LCHS has Cardinal Café Chat, Bring Your Parent to Lunch days, BTSN, Incoming Freshman Night, and Senior Night where parents and students are informed of available programs, program implementation and progress. LCHS counselors, along with most Advocacy teachers monitor students' progress towards graduation and college readiness through each students' tenure at LCHS.

LCHS, with its use of disaggregated data, has discovered a need to improve a - g completion and the ratios of Ds and Fs. This data is also used to review and assess each program on campus to include all academies, AVID, IB, etc.

Prioritize the strengths and areas for growth for Category D.
Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

LCHS provides opportunities for all stakeholders to monitor and assess programmatic success through school site council, PTSO, IBPTSO, LCAP, Cardinal Café Chats, etc.

LCHS counselors do an excellent job of monitoring all students through their high school years to provide both academic and social/emotional support.

LCHS provides formative assessments through the use of Direct Implicit Instruction modalities of GRR - Gradual Release of Responsibility.

Most LCHS PLC content groups develop and use common assessments as formative and summative assessments to drive and certify instruction.

LCHS's Academy, AVID, and IB Programme coordinators along with instructional staff closely monitor each student's achievement of content-based standards.

LCHS uses disaggregated data to make macro site-based decisions through the leadership team and within each content area.

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

•LCHS should continue to monitor a - g completion with the mindset of growth toward a higher level of student accomplishment.
•LCHS needs to reduce the number of Ds and Fs in core classes, while maintaining the rigor necessary to move on to the next course.
•LCHS could benefit from a larger discussion of homework amounts and a better agreement campus-wide on the percentages given to weighted grades.
•LCHS should continue to support the training and preparation of state exams such as the CAASPP, SAT, PSAT, and ACT by including preparation for the ASVAB and local community college placement exams for Math and English Language Arts.

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

E1. Parent and Community Engagement Criterion

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

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement
E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.
E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
LCHS encourages parents to become involved in the school by providing multiple opportunities and supports to parents and families through School Site Council, LCAP, ELAC, Back to School nights, Back to the Nest events, PTSO, IBPO, CAAP (Concerned African American Parents), band and sports boosters, and a variety of other volunteer opportunities. In the past, parent participation was limited to a few parents holding positions even after their children graduated from high school; however, efforts to expand parent/guardian participation is shifting the trend. In the past three years as administration and teacher leaders looked for new ways to promote and expand parent/family involvement, an increased number of new parents are participating and taking on leadership roles in the aforementioned groups. In the spring of 2014/15, LCHS began holding Bring Your Parent to Lunch days to infuse a sense of community on the LCHS campus and encourage parents to be a part of the school. This event is promoted and organized by the PBIS team. The response was positive. The first event began with a few tables and approximately 100 parents sharing lunch with their student on the quad. This event continues to expand with over 200 parents attending the first event during 2017/18. Also some staff come out and share lunch with their parents or with student families. Four events are held annually with two in fall and two in the spring. At the last event each year, seniors announce which college they will be attending, creating a celebratory atmosphere. Since beginning the Bring Your Parent to Lunch days, parent involvement and participation in the aforementioned groups began to expand again. Increased parent involvement also is attributed to the adoption of IB Middle Years Programme (MYP) at the feeder middle school, Harriet Eddy Middle School, and LCHS, which has	•Cardinal Cafe Chat Sign-in Sheets •PBIS data (parent lunch, positive, community donations, RED card awards) •District Synergy usage stats •BTSN attendance data •SSC documents •Visitor log-ins for guest speakers •IEP/504 legal docs •School Site Council •Potluck and awards at ELAC meetings to bring parents to the school •IEP meetings •Programs like School Loop and Synergy •Bring Your Parent to Lunch Day •Back to School Night •Back the Nest

created a strong program link between the two schools.	•School Site Council •Volunteer opportunities and recognition •District translators
Other factors designed to increase involvement include adopting a consistent start time (6:30 p.m.) for all evening meetings, combining groups to honor people's time.	
During 2016/17, PTSO was revitalized with new leadership on the board allowing parents of former students to step down. Efforts to make ELAC meetings family based has led to greater participation, meaning students are encouraged to attend with their parents and provide input.	
Laguna Creek utilizes tools that enable communication with non-English speaking parents by organizing district translators for meetings.	
During the 2016/17, the administrative team began monthly Cardinal Coffee Chats providing parents and community members an informal meeting to share information, ask questions, and express concerns as an avenue to expand community outreach. The meetings are regularly attended by a small group of parents. The meetings are productive giving administration insight into what parents want and need. The administration team is exploring ways to increase attendance and expand the community representation.	
For years LCHS provided a variety of parenting workshops through the ASSETs program. Such programs stopped after grant funding discontinued. Under LCAP, LCHS chose to continue parenting workshops under extended day funding in 2015/16 using the LCHS PBIS counselor. Many parents participated in the 2016/17 school year	
Staff works with families to ensure participation at IEP and 504 meetings. Staff is encouraged to contact parents/families to make positive interventions/phone calls.	
During the 2017/18 school year, the district implemented a new student information system, Synergy. In the past, EGUSD used School Loop so parents and students could access assignment and grade information. With Synergy, parents and students are still able to access the same information; however, all users have experienced frustration with the new system. One upside to Synergy is parents are able to update information. The administration and teachers also utilize the auto dialer, website, and messenger programs to communicate with parents and students.	
There also are a variety of services and supports for students in ATP, ASD, ED and ILS programs.	
LCHS's three academies have created connections to the local businesses and community resources to include Lennar Homes and Villara Homes.	

Use of Community Resources

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

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
LCHS academies have formed several community partnerships to expand student learning. LCHS academies have systematically expanded the role of the community partnership representatives on the advisory boards, which has led to increased opportunities for students. Classroom teachers are partnering with local business experts to create workshop trainings after school as well as internships providing students with real-world skills as they work on projects. LCHS MPTA is preparing students to join the workforce. Summer job opportunities have been offered to students and it shows the importance of having a strong connection through community business partnership. For several years GETA staff have partnered with SMUD (Sacramento Municipal Utility District) by competing in the Solar Regatta every year. This past year, GETA and MPTA partnered with Lennar Homes to build Tiny Homes for Veterans, which included solar roof panels for power. During the 2016/17 school year the tiny home was delivered to a homeless vet. The local news did a spotlight with students and community members being interviewed. SCA students work closely with athletic teams to provide certification to be personal trainers. In addition to the community experts who work with students, many teachers have guest speakers present to their classes. Additionally, the special education staff works through the Workability program to team students with community employers to provide students with job training in retail, grocery stores, and restaurants. After completing the workability program, many students are offered permanent jobs. Most LCHS students volunteer within the community either through an academy, AVID, IB, NHS, or an after school club in order to earn a cord for graduation. Every year, LCHS participates in many fundraising events in Elk Grove community such as St. Baldricks, Cans for Kids Food Drive for the Sacramento Food Bank, any many other fundraisers run by IB DP students through the IB CAS Programme.	• Academy Advisory Committee Agendas • Academy field trips • Press release from local CBS • Visitor logins • CPA internships/early release docs • Lennar Homes • Guest speakers from industry in classes. • Workability program • Donors Choose. • MYP and IB projects • MPTA records • MYP Personal Project • MYP, Arts Impact, joint programs • LCHS/HEMS articulation days • Canned Food Drive • St. Baldricks

E2. School Environment Criterion

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

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Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

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Indicators with Prompts

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
To foster a positive a school environment, there are a variety school supports in place. Most notably the PBIS team focuses on providing a safe, engaging and fun atmosphere. This is accomplished by promoting consistent expectations across campus whether in the classroom or common areas as well as creating a variety of student supports for all stakeholders. The PBIS team includes the PBIS Teacher-In-Charge, counselor and clerical staff members as well as volunteer teachers, students, and community members. PBIS meets monthly to develop, design, and implement plans to promote positive engagement of all stakeholders. The district and site have made an investment in PBIS by providing funding for staffing through LCHS's LCAP. PBIS supports the Cardinal RED program, Link Crew, Advocacy lessons, RED Ribbon week activities, Conflict Management program, Bring Your Parent to Lunch, Cardinal Cafe Chat, and a variety of other programs. These efforts also are supported by student conflict managers who are trained by the PBIS counselor. Student conflict managers work directly with students who are engaged in conflict to resolve issues peacefully and confidentially. Conflict managers and Link Crew students practice and facilitate anti-bullying restorative practices as well as activities to help students feel connected to the school. Site and district administration provide ongoing support to training staff in areas such as: restorative justice, conflict management, SASSI substance abuse counseling, mandated reporting, mental health intervention classes, parenting classes, substance abuse intervention, harassment/bullying prevention, etc. As a result, staff regularly utilize the practices when working with students and families by offering intervention counseling, conducting restorative sessions, facilitating	• Staffing records: classified and certificated • PBIS program • Counseling intervention for drug, alcohol abuse, sexual harassment • Digital Citizenship lessons • Advocacy • Conflict Management • Safety drills • LCHS school handbook signed consent forms • McGeorge School of Law for Dreamers • Presentations • Multicultural assembly • RED Ribbon week Activities • Signing sheets • Teacher's record • Health class • Cardinal RED cards • El Día de los Muertos

parenting classes, etc. To further ensure all students have a basic understanding, all students take a health class where they receive instruction that addresses drug and alcohol use. To prevent cyberbullying or other cyber-attacks, LCHS has implemented cyber security program that includes: site-wide internet rules and policies. Advocacy lessons provide digital learning and safety lessons. For the past two years, representatives from McGeorge School of Law have presented internet safety, bullying prevention, and sexting lesson to all LCHS 9th grade students. Additionally, students and parents sign consent and rules for using computers and technology in school, which is reviewed during advocacy class. LCHS also utilizes the district provided Digital Citizenship lessons that bring students up to the necessary level to be savvy internet users. Overall school aesthetics and cleanliness of the campus are a work in progress. One area that continues to be a challenge is the periodic turnover rate in security and custodial teams. However, two years ago a new custodial and campus security lead were hired which has brought stability enabling there to be consistency. Also in recent years, a variety of murals have been painted around the campus to create a culture of school pride. The many Cardinal murals help to focus all stakeholders to have Cardinal Pride. Student heritage, ethnicity, and cultural traditions are celebrated in a variety clubs on campus, the annual Multicultural Assembly, and ongoing school events such as black history month, El Día de los Muertos, Day of Silence, etc.	•Day of Silence - GSA

High Expectations/Concern for Students

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

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

Findings	Supporting Evidence
LCHS's PBIS program is the structure used to create and drive school policies, programs, and procedures to support students as it relates to creating a caring, learning environment. Also the IB Learner Profile guides all stakeholders to be thoughtful and caring people. Staff are encouraged to participate in PBIS meetings, in-service opportunities, MYP/IB training, and staff meetings. The PBIS program at LCHS has earned the Tier 2 designation from having the appropriate level of training of staff and intervention tiers in place for Levels 1 and 2. EGUSD hopes to have all schools designated as Tier 3 schools. Laguna Creek High School is well on its way.	•PBIS •Student Spotlight Lists •Conflict management logs •Cardinal RED cards •Multicultural schedule, agenda, groups participating, pictures •Student prize record •Counseling referrals

Under PBIS, there are three primary levels of intervention supports to create a supportive environment designed to promote positive behaviors while also creating a variety of disciplinary options other than relying solely on suspensions. (LCHS notes that suspension levels of some subgroups remain higher than others and wish to change these statistics through fully implementing restorative practices as an intervention of the PBIS program).

At the first level, there is the Cardinal RED program. It is designed to recognize students who are witnessed by a staff members being Respectful, Engaged, and/or Dedicated. Each month staff is encouraged to nominate two students for the PBIS "spotlight" at lunch/recognition. In recent months, 100 percent of the staff have nominated students. Also staff are encouraged to hand out Cardinal RED cards to students; students can enter weekly drawings for prizes. Staff members are also awarded Cardinal RED cards for timely attendance to staff meetings. Drawings are then held for small gifts such as Starbucks cards or classroom decorations.

At the second level, concerted efforts have been made to utilize a variety of interventions rather than relying solely on suspensions for discipline. When there is a conflict, students are encouraged or recommended to the peer conflict managers or a staff member (counselor/administrator) who will conduct a restorative circle process or have students participate in completing a project. In some cases, such activities are used as an alternative to suspension or to reduce the number of suspension days, especially in cases of fighting. Students who are suspended for substance use can reduce their at-home suspension days by attending SASSI counseling.

At the third level, the counseling and administrative team identify and work with students who are consistently sent to OCS (on campus suspension) or who have ongoing conflicts with other students. Teachers also can refer students through the PBIS referral process. Once a student is identified as needing additional support, they may be recommended for sessions with the PBIS counselor or the school psychologist, to participate in the peer group sessions with the PBIS counselor, etc. At-risk students are routinely identified and encouraged to join an academy, take IB classes, join clubs, go on college field trips their junior year, take the 10th grade PSAT, participate in Challenge Day, etc.

As a result the number of annual suspensions has declined from 25.2% to 8.5% since the last visit. Moreover there is a concerted effort to restore relationships between students and/or staff to reduce ongoing issues. The expulsion rate has declined from 11 students to 2 students during the same time period.

To ensure communication with staff, OCS data is regularly included in the principal's weekly newsletter. Since Synergy has been implement, LCHS has been frustrated about finding the equivalent data availability within Synergy reports.

Other activities designed to support students and staff include the annual

- Freshman Orientation
- Academic Follow Up lessons
- Multicultural assembly
- Staff trained in mental health Staff trained in restorative justice practices
- Teachers/staff hand out Cardinal RED cards
- GPA Recognition Events
- Challenge Day
- Parenting classes
- LCHS clubs

Multicultural Assembly, weekly Advocacy lessons that feature Cardinal RED lessons and a Renaissance Semester award system. There are a number of activities designed to publicly recognize students' achievements such as college signing day held during the spring 'Bring Your Parent to Lunch Day'. Link Crew provides welcoming transition for incoming 9th graders. The library and career center are open regularly during lunch and after school to provide a safe place to study. Counselors and administrators facilitate conferences with students and parents to address student needs; counselors work with students to support social and emotional health, as well as academic counseling.	

Atmosphere of Trust, Respect, and Professionalism

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

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
There are a variety of meetings held to engage and encourage staff to be a part of the decision-making teams: monthly leadership meetings, staff meetings, advisory committee meetings, PBIS meetings, nearly weekly department PLC meetings, etc. These meetings encourage vertical dissemination of knowledge as the principal encourages department chairs to share information from leadership meetings with their department staff and gather feedback from them. As a standard practice each group works with its members to develop a set of meeting norms that are aimed at promoting professionalism, trust, and respect. Through Solution Tree training, most departments and department PLCs have revisited their norms as a matter of practice. Additionally, LCHS staff provide community stakeholders a variety of opportunities to be involved with the school through monthly School Site Council, Cardinal Cafe Chats, PTSO, IBPO, boosters (band and athletics), CAAP (Concerned African American Parents), ELCAP, Academy Advisory boards and LCAP in addition to a variety of volunteer opportunities. The principal provides regular, weekly updates to staff and parents through newsletters and email blasts. The Cardinal RED program is designed to be a code of conduct for all stakeholders to promote professionalism in dress, speaking/interaction, being prepared, etc. The elements of the IB Learner Profile also serve as a code of conduct/SLOs and are	• Leadership agenda • Staff meeting agenda • PLC agenda • Department meeting agenda • Professional development/ training rosters • IB learner profile lessons • PBIS lessons • Principal's Newsletter • Advocacy Lesson plans • Meeting schedules • PBIS meeting notes • School Budget - LCAP

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designed to help all stakeholders to be mindful of the larger community.
Staff, students and community members have input into the LCAP funding priorities through Leadership and School Site Council.
The LCHS Principal invites comments from the staff to address *Making Great Things Possible*. Positive staff notes of thanks are reported to staff each week in staff newsletter. The input from staff shows how truly dedicated they are, it also promotes the staff to read the newsletter.
Counseling and Conflict Management teams recognize staff at the end of the year. Thank you cards are distributed to students through Advocacy class. Students write a note of thanks to their teachers and those are then distributed to the teacher.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Making great things possible is the LCHS motto. To make that a reality for students, staff works to help connect students to a program that meets their interests. In past three years freshman enrollments have nearly doubled in each academy and AVID. Since all students are now encouraged to take at least one DP class, the number of IB diploma classes at the 11th and 12th grade level have doubled in some cases. Many students are connected to the band, dance, or theatre program or connected to the school through sports or a club. However, LCHS staff	• Freshman Academy classes • Freshmen AVID classes • DP classes • SASSI counseling program • LCAP document

have noted that this connection to school for students is not as high as hoped.

Since the end of the ASSETS program, administration has utilized extended day funding through the LCAP to continue after school credit recovery courses mostly for math and English classes. Each year, the district provides funding for LCHS to run double summer school sessions where math, English, science, social science, and art classes are routinely offered to students for both credit recovery and enrichment.

LCHS provides a variety of services to support student needs from offering extended library and career center hours to individual personal and academic counseling. Teachers routinely offer tutoring. In an effort to improve math outcomes, the math department provides daily tutoring sessions in addition to individual teacher tutoring. LCAP funding also enables LCHS to offer Peer-to-Peer tutoring, and the students are paid. The LCHS Extended Day program has, this year, hired six (nine last year) peer-to-peer tutors for one-on-one support of students after schools. The peer-to-peer supervisors are math teachers. The peer-to-peer tutors are not just math tutors but are skilled in many content areas as the majority are IB diploma students. This year, funds for categorical spending that supports the Extended Day Program have been cut and have been redistributed to all high schools in the district for an equitable opportunity for schools to also offer after school programs.

LCHS Counseling offers referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan. Counselors and other staff are trained in mental health practices and first aid. Counselors and AVID advisors encourage academic and college counseling. Counselors work to ensure all students are capable of meeting a -g requirements.

LCHS Academies provide CTE training and internships to their students.

All staff adhere to IEP and 504 modifications and accommodations, respectively. Special Education teachers meet with students, parents and staff through student study teams (SST's) to create IEPs to allow students' access to the least restrictive environment and the most rigorous curriculum available. There is a system in place for referring students for testing, ERMS, etc.

There are a multitude of supports for parents as well. Two years ago the PBIS counselor began offering parent support classes in the evening. During the 2016/17 school year, over 40 parents attended. The Success program continues to grow. The program helps parents and students navigate the college application and scholarship process.

District and site administration provide time and funding to support ongoing professional development as it relates to implementing an effective Restorative

- Counseling dept
- Licensed psychologist
- SASSI program
- Healthy kids referrals
- Conflict referrals
- Career Center
- Library
- Psychoeducational Testing
- School Psychologist
- IEP and 504 meetings
- Extended Day Program
- Peer-to-peer tutoring

Justice (Practices) program that includes peer conflict management, restorative circles, counseling and mental health services, PBIS referrals, group work, etc. LCHS counselors are trained to offer and provide SASSI counseling to students who are using and abusing drugs. The SASSI counseling is effective in creating a dialogue between parents, student, and family regarding drug and alcohol use. Students who attend SASSI have two days of suspension removed for first time substance related incidents.	

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
EGUSD is rolling out next year a website that all students and parents (through their students) can research colleges, application processes and receive lessons on filling out the FAFSA, writing winning college application letters, etc.	CaliforniaColleges.edu

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
LCHS offers a myriad of alternative learning and alternative instructional options programs to assist in rigorous standards-based curriculum such as its three academies, AVID, IB programmes of MYP and Diploma, and two new career pathways = Fashion/Design and Computing with embedded membership in the district's Cyber-Patriot activities. These options create small learning communities that allow for individual student planning, monitoring, and advocacy. All of these programs were brought onto the campus, with permission of the principal by teacher leaders, led by teacher leaders, and grown by teacher leaders. Except for MPTA which was the first academy, all others have been born on with the help of current on-staff teachers: Erik Olson (SCA), Eric Johnson and Angie Friedrich (GETA), Jennifer Nodora (Fashion), and Jim Friedrich (Computer Science). .	MPTA GETA SCA Fashion Design pathway Computer Science pathway

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
At this time, LCHS does not offer strategies for online orientation.	

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
LCHS provides diagnostic testing of EL students, both CELDT and content diagnostic tools, which aids in EL student placement upon enrollment. Interventions are provided through discussions at the PLC level of student placement, vetting my content area teachers and counselors. These processes identify under-performing or struggling students, in the hopes of providing remediation or proper placement if needed. This has assisted students to be successful. Some of the interventions available are differentiated instruction, tutoring, after credit recovery. All EGUSD are CLAD, CTEL, or BCLAD trained. This enables all classrooms to provide support and intervention for EL and EO students. Most teachers use word-walls to encompass academic vocabulary usage and assimilation. LCHS also offers SDAIE classes in several, not all content areas. LCHS is planning to offer a SDAIE Math I class in 2018/19 school year.	•CELDT tests and results •PLC meetings •Department meetings

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
There are three online instruction/remediation courses offered on campus. One of the courses, the Computer Science class provides coding experience through coding.org. This course also has many members that participate in the after school Cyber-Patriot Club which creates equitable access with the availability of computers and the internet.	•coding.org

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
LCHS has APEXvs for credit recovery and uses the district-purchased Rosetta Stone for incoming students that new to the country. LCHS provides peer-to-peer tutoring three days per week, along with keeping the library and career center open after school mostly run by the Extended Day Program.	•Extended Day Program •APEXvs •Rosetta Stone

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
This year, LCHS has begun participating in the district-wide CyberPatriots program that includes computing instruction during class time and competitions with other district schools after school. LCHS also has a SMASH club that meets after school that brings its own computing equipment. All of the three LCHS academies have connections to local community resources for job-shadowing, job training, certification, and extra-curricular competitions.	•MPTA tiny homes •GETA Solar Regatta and Solar suitcases •SCA Certified personal training •CyberPatriots competitions

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
LCHS provides access to the SMASH club, which includes 25 students that play in I-5 every Friday. LCHS also has students involved in the yearbook publication, a student newspaper, provide daily announcements and a monthly news video, field trips to San Francisco for plays and museums, to Bay Area colleges and sporting events (Cal Bears game for SCA students and staff). These events staffed by LCHS teachers increase the connection between students and the adults on campus creating a safe and caring school climate. Most students engage in service learning, (community service with reflection). Freshmen and sophomores need 20 hours per year, juniors and seniors need 25 hours per year for three of their four years of tenure at LCHS to earn a service learning honor cord. The IB Diploma Programme includes a CAS (Community Action and Service) project in order to earn their diploma.	•SMASH Club •Cyber-Patriots Club •LCHS yearbook •LCHS newspaper •LCHS student announcements and bulletin •LCHS monthly news video •Field trips •Service learning logs and reflection papers •IB CAS logs

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

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Summary (including comments about the critical learner needs)

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Since the last WASC visit, LCHS has successfully changed its campus climate to be more welcoming to all stakeholders. The Bring Your Parent to Lunch Days and the Cardinal Café Chats have brought parents to the school and helped them feel welcome, which has led to greater parent involvement in groups such as PTSO, school site council, etc. LCHS hopes to grow both of these programs to increase parent and community involvement. Bring Your Parent to Lunch is very successful, doubling its attendees since last year.

Through the Cardinal RED PBIS reward system, monthly student invitations are given to students by staff to get treats at lunch such as, Gummi Bears. The IB Learner Profile and PBIS rules in every room, etc., create a safe and caring school environment that enhances student connections to campus. LCHS does note that it wishes increase these connections so that all students are connected to the school. LCHS also wishes to use the PBIS program to improve suspension statistics for African American and Hispanic students, the largest group of suspension stats.

LCHS provides students support by offering after school access to the library and career center, along with peer-to-peer tutoring three days per week. All of the academies, counselors, AVID, pathways, and advocacy teachers track and monitor all students for under-performance and struggling grades. Students also have counseling services available for mental health, conflict management, SASSI for drug and alcohol abuse.

Prioritize the strengths and areas for growth for Category E.

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Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

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LCHS has earned a Tier 2 designation for its PBIS program and is working towards Tier 3 designated. This program is supported by EGUSD and LCAP funding.

LCHS parents are becoming an integral part of the decision-making process, along with building the relationships necessary for student success by inviting them to campus for Bring Your Parent to Lunch days, Back to School Night, Incoming Freshman Night, Senior Night, Senior Awards, etc.

LCHS welcomes community business involvement with the MPTA and GETA academies in building Tiny Homes, SMUD Solar Regatta and Solar Suitcases. LCHS has many extracurricular opportunities for students to be connected to school both during and after school.

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

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•LCHS needs to decrease the number of suspensions of African American students and continue work with Hispanic students.

•LCHS should increase the number of students connected to an adult on campus to ensure successful academic tenure.

•LCHS could increase parent participation in the Cardinal Café Chat program surveying participants as to the perfect time to have this meeting and to invite local business partners to the table.

•LCHS needs to continue efforts to increase staff connectedness to each other and to the campus.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Beginning with the question of what makes a great school, all stakeholders embarked on the challenge of identifying what elements are necessary to create a school that addresses all the critical student learning needs.

Through the WASC process, staff also reviewed the three critical areas of need that were identified during the last visit along with four priority areas identified during the mid-cycle visit. Then stakeholders provided feedback to each of the focus group categories which led to the following findings:

Reduce rate of D's and F's
Consistent with the former goal of reducing the achievement gap, reducing the rate of Ds and Fs that students earn is a critical need related to student learning. After reviewing grade data for the past cycle, staff identified the rate of Ds and Fs as a critical area of need with 25 percent of student earning Ds and Fs. Although the data has trended down over the last two years since the adoption of the new schedule, the percentages overall are too high, 25 percent. Staff are cognizant that there are multiple factors that may be impacting the rate of D/Fs, which include the adoption of new curriculum in all core subject areas, the transition from algebra system to integrated math, the work to transition LCHS into an MYP school, and the state's transition from CSTs to CAASPP. Staff across all departments continue to work together in their PLCs to adjust instruction and assessments based on current data; however, continued work is needed to improve instructional practices that promote student engagement and depth of understanding. Decreasing the D's and F's earned also will increase the number of a – g eligible students.

Increase A-G eligibility among all subgroups
Over the past WASC cycle, LCHS staff focused on improving the a – g eligibility and as a result the eligibility rate improved every year from 55.2 to 60.6 percent in 2014/15; however, there was a substantial dip in 2015/16 of 5.9 percent. Based on the data and focus group feedback, staff highlighted the need to refocus efforts on ensuring students meet a – g eligibility whether they are planning to attend college or follow a career path. This philosophy encompasses the open mindset providing all students options. There are a variety of factors from open enrollment, change in teaching staff, change in curricula, and change in instructional modalities that may be impacting a – g eligibility. Staff will continue efforts to deepen their working knowledge of CCSS, MYP, and IB expectation especially as it relates to integrating new technologies and instructional practices, which were priorities outlined during the mid-cycle visit. This mindset should include all students, even those that are missing class time by being suspended.

Reduce suspension rates
Reducing the suspension rate was identified as a critical need during the last WASC and was identified again by staff as needing to continue even though the number of suspensions and expulsions are trending downward. For the past several years, the numbers have been decreasing especially since the implementation of PBIS; however, there continues to be a large disparity of African American students who are suspended each school year. Since the district introduced a behavior management system to address the needs to improve the disciplinary methodology districtwide, LCHS has worked to implement PBIS, Positive Behavior Interventions and Supports.

At LCHS, the stakeholders (staff and students) derived Cardinal RED (Respectful, Engaged, Dedicated), inside and outside the classroom behaviors that modeled Cardinal RED, and staff deciding what was office versus classroom

discipline methods. Since PBIS has been on the LCHS campus, suspensions are down, expulsions are very low with only two last year, and the PBIS team has been trained and is implementing Restorative Practices. LCHS has been deemed a Tier 2 school, which means it has interventions designed to assist students individually, based on the students' needs. LCHS needs to continue to infuse the PBIS/Restorative practices to decrease the number of exclusionary suspensions through the interventions of individual student study teams for those students that are having trouble staying in the classroom. LCHS needs to continue to grow its PBIS program from a tier 2 to a tier 3 school, the ultimate goal in the district. If LCHS students are on campus and in class, they have a higher chance of being connected to the school and connected to an adult who can help them be successful.

Increase student connectedness
Increasing student connectedness is closely aligned to the last WASC critical need of improving school culture; however, there was a significant shift in this goal. The last report focused on the culture between students, the community, and the staff. Since then tremendous efforts have led to a more positive school culture where students are very aware of Cardinal pride which was promoted through the Cardinal RED program, the new murals throughout the campus, increased number of clubs and student activities across campus. Additionally, administration made concerted efforts to build staff morale by organizing a variety of activities each year and department competitions to generate school sprit among staff, which in turn connects with students. Finally, multiple efforts through the PBIS program with the development of Bring Your Parent to Lunch and monthly Cardinal Café Chats have rejuvenated parent and community engagement. Recent data, however, from the student climate survey indicates that 1,345 of the 1,778 students surveyed said they did not participate in any activity on campus. This data is concerning to staff, placing school connectedness as a critical need on the LCHS list. While 84 percent of students are stating they are connected to an adult on campus is a positive data point, LCHS staff feels strongly there is a need to continue such efforts to increase connectedness by becoming more involved in extra-curricular academics and activities and by creating a culture of connectedness with each other within and outside of the school day.

The remainder of the areas of critical need combined with data points from the profile are highlighted here:
- LCHS should consider bringing another administrator onboard to assist with the growing staffs needs for observation and evaluation. This could also help in the consistency of the Advocacy program and increase the effectiveness of PLC work across campus along with the use of disaggregated data.
- LCHS should, through its Leadership team, develop grading and homework policies that are consistent and will help students earn less D's and F's along with increasing the number of a – g eligible students. LCHS needs to provide training for both staff and students to ready to take high stakes exams such as the CAASPP, SAT, ACT, AP and IB Diploma assessments.
- LCHS should continue to increase parent/community contacts through events such as Bring Your Parent to Lunch and Cardinal Café Chats, and work to crease teacher involvement in such events to make all stakeholders feel better connected to LCHS.

Chapter V: School-wide Action Plan

In order to determine items for our action plan, LCHS staff, in groups of concern, participated in decision making brainstorming and "spend-a-dot voting" sessions using provided data to find the areas of critical need. Once the 4 critical areas were found, the staff, in those self-chosen groups, came up with a causal analysis for each (why were these critical areas of need). The next session was to provide solutions to these areas. The last session, using the 'work-shop' method, staff in self chosen groups of 20, brainstormed for the resources necessary to work on these issues. These were then sorted into un-named categories. Upon group inspection, each group was titled by what it contained as ideas for resources, such as PD, Master Schedule, Relationship Building, etc. Thus, the concern regarding UC A-G completion rates, the number of D's and F's, the suspension rate, and student connectedness rose to the top of LCHS's areas of critical need.

LCHS staff implemented a continuous improvement/decision making framework template to begin work on each action item. This template allowed staff to look at data that illuminated the area of growth as well as desired data that would indicate long-term success of addressing each action item. To create a final action plan for each item, staff combined work with the decision making template and a task analysis template. The task analysis template allowed staff to create a plan that holds shareholders accountable and adheres to a timeline.

Critical Area of Need #1	D and F Grades
Purpose Statement	Decrease the % of D and F grades across all classes with a focus on Math and English
Related LCAP Goal(s)	**District Goal 1**: All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap. **Site Goal 2.1:** Increase the % of students that are academically proficient. **Site Goal 2.2**: Increase the % of students that are college and career eligible.
Supporting Data	1.Approximately 20% D's and F's across all classes over the past 6 years; 2.23.7% – 30.4% D's and F's in Math and English over the past 6 years; 3.Last year was the lowest at 17.5% overall and 23.7% for Math and English.
Rationale - Data & Gap Analysis	1.Lack of engagement for some students resulting in low HW completion, minimal class participation, and poor attendance; 2.Rigid grading policies; 3.Lack of student resiliency ; 4.Math tests have a heavy weight in grade calculation and there are only a few major tests in a semester; 5.Absentee parents; 6.Limited tardy enforcement; 7.Classes not allowing late work; 8.No time to remediate; 9.Limited tutoring options with reduced extended day budget; 10.Teachers assume students know how to study; 11.Belief that we need to give zeros to teach responsibility; 12.Belief that more homework equals rigor; 13.Belief that bell curve is "old school"; 14.Belief that incorrect practice strengthens incorrect thinking.
Growth Targets	•Continual reduction of D/F grades
Schoolwide Learner Outcomes Addressed	•**Inquirers:** Develop skills for inquiry, learn enthusiasm for learning; •**Knowledgeable:** Develop conceptual understanding across curriculum;

	•**Thinkers:** Use critical and creative thinking skills for making reasoned decisions; •**Risk Takers:** Work independently and cooperatively to and innovate new strategies to learn; •**Reflective**: Assess and understand strengths and limitations in order to support learning and personal development.
Progress Monitoring Metrics	•Grade breakdown by class and department

Task/Action	Person(s) Involved	Professional Development/Resources	Product(s) to Assess Improvement	Target Date of Completion	Reporting
2017-18					
1.Identify PD needed for teachers to develop lessons that better engage all students and plan to implement in 2018-19 staff meetings	•Leadership •Academic Coaches	•Time to meet and plan	•PD Calendar for 2018-19 •2018-19 classroom observation data	•August 2018	•2018-19 PD Calendar
2.Communicate attendance practices to share what is done by Attendance offices at site and District levels	•Admin •Attendance Staff	•Time to meet and plan presentation	•Presentation •Attendance Data	•May 2018	•Periodic sharing of data in Weekly Newsletter
2018-19					
3.Develop true cross-curricular lessons to increase engagement	•Teachers	•IB Interdisciplinary Unit planning training	•Unit plans	•Ongoing	•Leadership and Staff Meetings
4.Investigate incorporating study hall/tutoring time within the school day (Check Virtual Math	•Leadership •Ad Hoc Committee	•Time to meet and visit schools already implementing models	•Schedule if implemented •D/F Grade data	•May 2019	•Leadership Meeting Minutes •Staff Meetings

Tutoring program)					
5. Investigate alternative grading scale options that do not have 0's	•Leadership •Ad Hoc Committee	•Time to meet •Time in PLCs to discuss	•New Grading policy if implemented •D/F Grade data	•May 2019	•Leadership Meeting Minutes •Staff Meetings
6. Develop a school-wide HW philosophy	•Leadership •Teachers •Ad Hoc Committee	•Time to meet •Time in PLCs to discuss	•New HW policy if implemented •D/F Grade data	•May 2019	•Leadership Meeting Minutes •Staff Meetings
7. Research and implement character education program	•Leadership •PBIS Team •Ad Hoc Committee	•Time to meet •LCAP Funding	•Character Education Program •D/F Grade data	•May 2019	•Leadership Meeting Minutes •Staff Meetings
8. Investigate and incorporate steps to increase resiliency in students	•Leadership •PBIS Team •Ad Hoc Committee	•Time to meet •LCAP Funding	•D/F Grade data	•May 2019	•Leadership Meeting Minutes •Staff Meetings

Critical Area of Need #2	A – G Completion
Purpose Statement	Increase the % of all students meeting the A-G requirements with a focus on ethnic subgroups lower than 50%
Related LCAP Goal(s)	**District Goal 1**: All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap. **Site Goal 1.2**: Increase the % of students that are college and career eligible.
Supporting Data	1. Drop in overall a – g completion from 60.6% in 2015/16 to 54.7% in 2016/17; 2. African American (same time period) – 48.8% to 42.9%; 3. Hispanic (same time period) – 55.4% to 39.5%.

Rationale - Data & Gap Analysis	1.There is a need to change the staffs beliefs around "D's get degrees," "students are community college bound," "all students are self-motivated and proactive," and "it's not my job" – not every teachers job to ensure students are successful at this level; 2.There is a need for Synergy to provide accurate and timely transcripts; 3.There is a need to ensure that students are retaking A-G classes with enough make-up opportunities, if necessary, to succeed; 4.There is a need to increase parent involvement; 5.There is a need to increase parental awareness and understanding of A-G completion statistics; 6.There is a need for a freshman support class aimed at college prep skills and information; 7.There is a need to increase programs aimed at supporting students and preparing them for college such as AVID; 8.There is a need to increase efforts and resources to implement PBIS to decrease number of disciplinary interventions for under-performing subgroups; 9.There is a need to earlier identify underperforming subgroups who should be placed in honors and IB level courses while providing resources for mentors to support students; 10.Lack of student understanding that a D grade does not satisfy UC A-G requirements.
Growth Targets	•65% of all students will complete UC A-G requirements; •No subgroup will be below 50% completion of UC A-G requirements.
Schoolwide Learner Outcomes Addressed	•**Inquirers:** Develop skills for inquiry, learn enthusiasm for learning; •**Knowledgeable:** Develop conceptual understanding across curriculum; •**Thinkers:** Use critical and creative thinking skills for making reasoned decisions; •**Risk Takers:** Work independently and cooperatively to and innovate new strategies to learn.
Progress Monitoring Metrics	•Access to courses (Honors/IB/AP, CTE, AVID) •A-G Completion

Task/Action	Person(s) Involved	Professional Development/Resources	Product(s) to Assess Improvement	Target Date of Completion	Reporting
				2017-18	
1.Continue efforts to fully implement the PBIS school wide to decrease	•PBIS Team Members	• Train all staff in the PBIS program and procedures. • Promote fidelity in the	•Decreased home and on campus suspensions that remove students from	•On-going	•Staff – weekly newsletters

discipline issues especially among Under-performing Subgroups		implementation of the PBIS program.	instructional time		
2.Identify and enroll more Under-performing subgroup students in AVID.	•AVID Team •Admin •Teachers •Counselors	• Send new staff to AVID Summer training (Funding Source: LCAP) • Train staff in identifying students who have potential to perform at a higher level	•Increased AVID sections in the master schedule •Increased honors enrollment	•May 2018	•Leadership Meetings/Minutes
3.Identify African American and Hispanic students who can perform at a higher level and enroll them in honors and IB courses.	•Admin •Teachers •Counselors	• Staff in-service on identifying characteristics for success in honors level classes	•Increased African American and Hispanic enrollment in honors courses •Increased success rate for African American and Hispanic students passing (with a C or better) honors level courses	•August 2018	•Yearly LCAP
4.Provide increased support for under-performing subgroup students who score poorly on SBAC/CAASPP in ELA and Math with support classes and courses utilizing adopted, CCSS textbooks with highly trained teachers.	•Admin •Leadership Team	• Time to investigate best practices working at other school sites • Training to support teachers in scaffolding and utilizing all supplementary materials associated with adopted textbooks. • Time for horizontal collaboration across all content areas • Funding for more after school programs to enrichment and remediate.	•Implement best practices •Supplemental materials acquired •Agendas for collaboration time •Attendance at After-school opportunities	•Ongoing	•Yearly LCAP
5.Expand specific	•Admin	•More training for Synergy to	•Decreased number of	•On-going	•Yearly LCAP

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outreach to Under-performing subgroup families to increase parental involvement and academic engagement.	•CAAP •PTSO •ELAC •IBPO	promote accurate transcripts, better parent/stakeholder communications	students scoring poorly on SBAC/CAASPP exams •Increased number of parents accessing Synergy. •Increased number students participating in the IB program.		
2018-19					
6.Identify and/or expand existing programs such as AVID to support students in being prepared for and continuing to college.	•AVID Team •Admin •Counseling	•Extra AVID Staffing	•Increased AVID sections in the master schedule •AVID/CARE Study Skills Section	•Aug 2018	•Yearly LCAP
7.Train all staff in AVID strategies to better support all students.	•AVID Team •Admin	•Time during staff meetings •Sub costs to cover AVID workshops throughout the year	•Meeting agendas •Teacher observation data	•Ongoing	•Yearly LCAP
8.Increase parent involvement in communication concerning A-G completion through Bring your Parent to Lunch Day, Cardinal Café Chats, Newsletters, etc.	•Admin •Counseling	•LCAP funding to support these efforts	•Increased number of parents attending parenting classes and other college night activities.	•Ongoing	•Yearly LCAP
2019-20					
9.Provide a freshman seminar course or curriculum that teaches college prep, career readiness skills, and time management.	•Admin •Counseling	•LCAP funding to support these efforts	•Approved course/curriculum	•Aug 2019	•2019-20 Course Catalog

Critical Area of Need #3	Student Connectedness
Purpose Statement	Increase the % of students that are connected to Laguna Creek High School in one or more ways
Related LCAP Goal(s)	**District Goal 3**: All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment. **Site Goal 3.1:** Increase the % of students that are connected to school.
Supporting Data	1.84% of students are connected to an adult on campus; 16% not connected; 2.40% of those connections are through Athletics; 3.50% are through clubs; 4.60% of those are academy or academic programs.
Rationale - Data & Gap Analysis	1.Staff needs to become more involved in extra-curricular activities; 2.Staff needs to ensure all students can hear the bulletin; 3.Staff needs to be club advisors to help develop and guide more clubs on campus; 4.Staff needs to lessen HW so that students can participate after school in sports, clubs, and other extra-curricular activities; 5.Campus needs to hold club rush twice per year; 6.Staff needs to change its paradigm about student club ownership; 7.LCHS needs to change the name of OCS to a Restorative practices center; 8.Staff needs to maintain and update site website replacing what was available through School Loop; 9.LCHS needs to provide more club video, ensure they are shown in advocacy that promote not only clubs but the importance of being connected to LCHS; 10.Staff need to create 'dead week' outlook that is not only focused on IB classes but site-wide that is consistent across campus; 11.Staff need to model connectedness by building relationships both in and outside of work hours.
Growth Targets	•75% of students involved in a club or sport •90% of students connected to an adult on campus
Schoolwide Learner Outcomes Addressed	•**Risk-takers** – Approach unfamiliar situations and uncertainty with courage and forethought with an independent spirit; •**Caring -** Show empathy, compassion and respect towards the needs of others and act to make a positive difference to their lives; •**Principled -** Act with integrity with a strong sense of fairness, take responsibility for your own actions and the consequences that accompany them; •**Balanced** – Understand the importance of physical and emotional balance.

Progress Monitoring Metrics	Number of students in extra-curricular activities (Survey) Number of students connected to the school (Survey)				
Task/Action	**Person(s) Involved**	**Professional Development/Resources**	**Product(s) to Assess Improvement**	**Target Date of Completion**	**Reporting**
2017-18					
1.Calendar a Spring Club Rush day	•Activities Director	•None	•Club Sign-ups	• May 2018	• 2018-19 Activities Calendar
2.Create student and staff surveys to discover interests	•Leadership	•Funding for time to work with RED to create accurate survey questions	•Survey •Survey Results	• May 2018	• Leadership Minutes • Staff Meetings
3.Change time of bulletin to a time that all students can hear it	•Admin •Act. Director	•None	•Survey of how many students can hear the bulletin	• Spring 2018	• Staff Meeting
4.Identify best practices to connect students to an adult ("Check and Connect")	•Admin •PBIS Team •Counselors	•Time to research best practices	•Programs identified	• Spring 2018	• Leadership Minutes • Staff Meetings
5.Update website and social media sites in a daily basis to keep accurate and timely	•Admin •Webmasters •Act. Director	•None	•Website updated •Social Media Sites updated	• Spring 2018	• Ongoing at sites
2018-19					
6.Consistent policy across campus on HW and grading practices, assessments during dead week.	•Leadership •Course PLCs	•Time to research and discuss best practice options	•Policies/Practices	•Fall 2018	•Leadership Minutes •Staff Meetings

					•Course PLC Meetings •Course Syllabi
7.Video announcements every week during advocacy that include commercials to advertise clubs.	•LCHS Video Crew	•Video training for students	•Video Announcements	•Fall 2018	•Weekly Advocacy Announcements
8.Change OCS to Restorative Practices Center	•Admin •PBIS Team •OCS Teacher	•Restorative Practices Training •Time to visit models at other schools	•Restorative Practices/Procedures Implemented	•Spring 2019	•Weekly Staff Newsletter
9.Train more staff in restorative justice practices include staff in the circles.	•Admin •PBIS Team	•Restorative Practices Training	•Training materials •More students eligible to participate in extra-curricular activities	•Spring 2019	•Weekly Newsletters
10.Create incentives for teachers to become club advisors	•Admin •Act. Director •Leadership	•Time to research possibilities and models	•% of teachers acting as advisors	•Fall 2018	•Leadership Minutes
11.Create competitions and activities to do between Advocacy classes ("Advocacy Wars")	•Advocacy Coordinator •Act. Director •Link Crew	•Time and funds to plan out a calendar and activities	•Advocacy Lessons	•Fall 2018 •Ongoing	•Advocacy Lessons
12.Identify individual students that are not connected and work to connect them with a program	•PBIS Team •Advocacy Teachers	•Time meet and identify students •Tracking system	•Lists of students that are re-engaged into activities	•Fall 2018 •Ongoing	•Weekly Staff Newsletter •Staff Meetings
13.Extend Link Crew to new students not just 9th Graders	•Link Crew •Counselors	•Time to develop process to get new students connected to a Link Crew Leader	•List of students added to Freshmen Orientation activities	•Aug 2018	•Staff Meetings
14.Training for students to	•Act. Director •ASB	•Time to identify materials and plan training and do the trainings	•Training Materials	•Fall 2018	•Staff Meetings

learn how to run clubs					
15.Investigate having more rallies	•Act. Director •ASB	•Funds to support more rally activities •Time to plan	•Extra Rallies Feasibility Plan/Options	•Fall 2018	•Leadership Minutes
16.Investigate having monthly festive lunches with parents	•PBIS Team •Act. Director •ASB	•Time to discuss and plan •Funds to support more lunches	•Extra Parent Lunch Feasibility Plan/Options	•Spring 2019	•Leadership Minutes

Critical Area of Need #4	Suspensions
Purpose Statement	Decrease the number of suspensions for African American students
Related LCAP Goal(s)	**District Goal 3**: All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment. **Site Goal 3.1:** Increase the % of students that are connected to school. **Site Goal 3.2**: Decrease the referral and suspension rate of students.
Supporting Data	1.Total suspensions have decreased over the past three years from 227 to 156; 2.While African American suspensions have gone down, they are still more than double the number of suspensions of other groups on campus.
Rationale - Data & Gap Analysis	1.The rate of African American students' suspensions is high; higher than any other subgroup on campus; 2.Staff are unaware of cultural differences; 3.Classes are too long, staff needs to include 'brain breaks'; 4.Class sizes are too large for required content courses; 5.Staff offers inconsistent expectations across curriculum and within departments; 6.Some students do not have positive relationships with their teachers.
Growth Targets	•Reduce the disparity in the number of African American students being suspended as compared other subgroups
Schoolwide Learner Outcomes Addressed	•**Risk-takers** – Approach unfamiliar situations and uncertainty with courage and forethought with an independent spirit; •**Caring -** Show empathy, compassion and respect towards the needs of others and act to make a positive difference to their lives;

	•**Principled -** Act with integrity with a strong sense of fairness, take responsibility for your own actions and the consequences that accompany them; •**Balanced –** Understand the importance of physical and emotional balance.
Progress Monitoring Metrics	•Suspension Rates •Number of restorative practice 'circles' to increase so that the need for suspensions decreases

Task/Action	Person(s) Involved	Professional Development/Resources	Product(s) to Assess Improvement	Target Date of Completion	Reporting
				2017-18	
1.Professional Development for staff regarding cultural differences	• Admin • PBIS Team	•District Equity Office support	•Student survey data	•Summer 2018	•Staff Meetings
2.Smaller class sizes	• Admin	•LCAP Funding •PD for use of Synergy Scheduler	•Class sizes	•Ongoing	•Leadership Minutes
				2018-19	
3.Identify PD like SEED to allow staff to have honest conversations about the disparity in suspensions among ethnic groups	• Leadership	•District Equity Office support	•Suspension Data	•Fall 2018	•Leadership Minutes
4.Consistent expectations across content areas	• PBIS Team • All Staff	•PBIS PD for all staff	•Discipline Data (OCS and Home Suspensions)	•Ongoing	•Staff Meetings
5.Increase 'brain breaks' for students across all content areas.	• Leadership • Teachers	•Discussions in PLC Teams	•Teacher lesson plans	•Fall 2018	•Staff Meetings
6.Identify strategies to build student and staff relationships	• Leadership • PBIS Team	•LCAP Funding	•Student Survey Data •Discipline Data	•Fall 2018	•Leadership Minutes •Staff Meetings
7.Develop a mentor program for at-risk students	• PBIS Team • Counselors	•LCAP Funding	•Student Survey Data •Discipline Data	•Spring 2019	•Staff Meetings •Weekly Newsletters

	• Admin				
8.Develop explicit expectations and tools to increase school to home contact	• Admin • Leadership • Teachers	•None	•Contact Logs	•Fall 2018	•Leadership Minutes •Staff Meetings •Weekly Newsletters
9.Continue to work toward PBIS tier 3 status	• PBIS Team	•LCAP Funding	•Tier 3 Model •Tier 2 and 3 Support Data	•Spring 2019	•Staff Meetings •Weekly Newsletters
10.Train Staff on restorative practice options for the classroom	• Admin • PBIS Team	•LCAP Funding	•OCS Data •Optional Discipline Data	•Spring 2019	•Staff Meetings •Weekly Newsletters
11.Increase supervision of students outside of class	• Admin • Campus Supervisors	•PBIS Training for Campus Supervisors	•Suspension Data	•Fall 2018	•Weekly Newsletters
12.Continue Conflict Mediation Program support	• Admin • Counseling	•Continued Training	• Conflict Mediation Data • Suspension Data	•Fall 2018	•Weekly Newsletters