



Lake County School District

Early College Application

Submitted to the

Colorado State Board of Education

June 2017

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I. About Lake County School District

Lake County School District is located high in the mountains of central Colorado. The view from all four of our schools includes the two highest peaks in the state—Mt. Elbert (14,439 feet in elevation) and Mt. Massive (14,429 feet).

District at a Glance

- Approximately 1,000 Students
- Four schools serving 384 square miles
- 76 Certified Teachers with 12 Years Average Experience and 61% with Master's Degree
- Covers Leadville and Lake County

Our district includes an early childhood education center housing Head Start and the Colorado Preschool Program; a kindergarten through second grade Expeditionary Learning school; a third through sixth grade Expeditionary Learning school; and a seventh through twelfth grade high school housed in a brand new \$26-million dollar building funded in part by the BEST program (Building Excellent Schools Today).

Our district focuses efforts on the following four goals which support the development of an Early College High School:

1. Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career. “Every day, we are college and career ready.”
2. Provide all students with engaging learning opportunities. “Rigor and engagement are everywhere.”
3. Create a space that is safe, inclusive and welcoming for all. “Diversity and culture make us better.”
4. Plan and execute the capital and human capital investments that will make our district better “We plan for the future.”

School District Vision

Our District Vision is: “We are elevating expectations”

Just like we are surrounded by high peaks, the expectations we hold for ourselves and our students are high. In the last few years, we have seen tremendous improvement in school infrastructure, academic rigor and school culture.

Turnaround success story: In 2016, the School Performance Framework rating for Lake County Intermediate School (3rd-6th grades) moved from Turnaround or Priority Improvement status to Improvement. This shift demonstrates significant improvement in school culture, academic rigor, and student achievement. We are especially proud of the tremendous academic progress in this school respect to growth for disaggregated subgroups.

Healthy Schools: As a direct result of the work we are doing around school culture and climate as well as health and wellness, Lake County Intermediate School was named the healthiest school in the state in 2016 by a collaborative led by the Colorado Education Initiative and the

Governor's Office (platinum award winner); Our elementary school and high school also won awards.

Teacher retention: Over the past few years we have seen a dramatic improvement in staff satisfaction and retention. LCSD has made a concerted effort to address staff retention: Our teacher and staff turnover rates have plummeted from about 40% in 2013 to less than 25% in 2017.

School District Mission

Our mission is: To ignite a passion for learning

As we continue with positive and innovative changes in our district, our core beliefs are that we:

- Inspire all students to be life-long problem-solvers;
- Create a culture of academic achievement;
- Build on the strengths of every individual;
- Provide opportunities for risk-taking in learning;
- Respect the whole person: physical, mental, emotional;
- Empower all community members to be active participants in our schools;
- Foster a safe environment for all students and staff;
- Honor cultural difference;
- Partner with families and community members.

Our work to update graduation requirements during the 2016-17 school year demonstrates these commitments. With guidance from the Colorado Department of Education, we embarked on a thorough community engagement process to update our district graduation requirements to ensure that all Lake County graduates are career and college ready. This engagement process reached more than 300 community members in our small community including parents, civic leaders, educators, students and alumni.

A clear vision emerged from this work: Our community values our partnership with Colorado Mountain College. CMC's Leadville campus is less than a mile from Lake County High School and offers degrees, certificates and courses that are very important to our students and families as accessible opportunities for higher education. Together LCSD and CMC can offer students a high school education with strong general education courses; ample opportunity for career exploration; and meaningful student and parent engagement so that all graduates are prepared for college, careers and adulthood. This community-supported vision for our high school aligns with the Early College model.

Lake County High School

Vision

LCCHS prepares well rounded, compassionate and engaged students for a future they choose. At Lake County High School, students explore their passion in academics, arts, athletics, and the natural world in a diverse multicultural environment. We support students through individual academic and career planning, work closely with community partners, and challenge students to

grow into compassionate leaders and citizens. Underlying this work is a strong academic culture in which students choose meaningful coursework that meets their intellectual needs and prepares them to be informed, engaged citizens.

Even as a small school in a rural mountain town, LCHS offers a comprehensive high school curriculum to give students a well-rounded experience. We are a 7-12th grade school with approximately 280 students in grades 9-12. Our departments include Language Arts, Math, Social Studies, Career and Technical Education, Science, Spanish Language Arts, Fine Arts, and Counseling.

LCHS is well known in the Arkansas River Valley for its Arts programming. Each year LCHS puts on a high caliber musical involving more than 50 students and 10 adults. LCHS has Symphonic and Chamber Choirs, Band and Jazz Band. The Cloud City Jazz Band is well decorated and recently won second place in an intermountain competition.

We also have strong athletic offerings. Students participate in Football, Boys and Girls Soccer, Volleyball, Boys and Girls Cross Country and Track, Wrestling, Boys and Girls Basketball and is one of the few schools in Colorado to offer both Nordic and Alpine Skiing. LCHS is one of the most winning schools in Colorado history and has recently won league championships in boys track and in girls Alpine Skiing.

Updated Graduation Requirements

Our updated graduation requirements led to substantial changes in our high school that will support an Early College. LCSD graduation requirements are built on three components:

1. Individual Career and Academic Plans (ICAP);
2. Core sequence of courses in 9th and 10th grades; and
3. Ample time for ICAP-driven courses, college coursework and career exploration in 11th and 12th grades.

These requirements support increased academic rigor, student engagement, family involvement and post-secondary preparation. For example, in partnership with Colorado Mountain College Leadville, LCHS students have opportunities to participate in Challenge Exams and Dual Credit/ Concurrent Enrollment courses in the LCHS building and on the CMC Leadville campus. The foreign language department will offer Spanish Language Arts courses leading to the state bi-literacy certificate. For more information on LCSD's graduation requirements please visit: <http://www.lakecountyschools.net/academics/graduation-requirements/>.

Supporting Student Success

We have in place strong supports for students to ensure that they are successful in earning Associate's degrees, completing college coursework and certificates, and being prepared for their post-secondary goals

- **Pre-collegiate Program:** In its second year, our pre-collegiate program has shaped a school culture that is ready for an Early College. Initiated by the Lake County Youth Master Plan, the pre-collegiate program began in the Spring of 2015 with the goal of improving high school graduation rates and college matriculation for LCHS students, especially first generation

students. More than 1/3 of our high school students now participate in the pre-collegiate program. As a result, we have seen our concurrent enrollment grow from 39 students in Spring 2015 to 72 in the Spring 2017. Our concurrent enrollment has also become more representative with increasing numbers of Latino/a students enrolling in college courses and pursuing Associate's Degrees. Beginning in the 2017-18 school year, all students participating in concurrent enrollment courses will also be enrolled in a concurrent enrollment-support and tutoring course at LCHS.

- **Crew:** Building on our K-6 Expeditionary Learning Schools, all LCHS students participate in Crews each day where they learn the habits of a learner, engage in community building, receive post-secondary support and academic advising. Through Crew, Early College students will have an academic advisor who will help them develop their ICAP, monitor course success and ensure their post-secondary readiness.
- **Community Partnerships:** LCHS offers a variety of extracurricular programs with the support of our community and 21st Century Learning Center. Project Dream offers programming every day after school which includes film, poetry, rock climbing, mountain biking, outdoor leadership, cooking and yoga. Additionally, LCHS partners with community agencies to offer a variety of outdoor and leadership development activities. LCHS has a strong Knowledge Bowl team, participates in We the People, conducts mock trials and has a student council that plans traditional events such as homecoming and prom.
- **University Partnerships:** LCHS is partnering with CU to offer a Physics First program. This program will bring in Next Generation Science Standards to an inquiry-based physics curriculum that will help students think deeply about conceptual science as well as improve their scientific reasoning.

II. Research

Community-Based Research

Our district has focused its efforts to improve academic rigor and school culture. We work closely with our community to build a shared vision for education in Lake County. We know that our students desire the best opportunities for post-secondary success.

In 2015, a group of students and community members engaged in a participatory action research project “LC Inspire” to understand student engagement and motivation in our high school. They surveyed students, interviewed community members and explored course offerings in our high school and at Colorado Mountain College. They learned that students were very interested in expanding opportunities to take college courses at the high school. (Watch their video here: <https://www.wevideo.com/hub#media/ci/397253523>)

As a result, our district made several changes to our concurrent enrollment policies. We now allow students to take concurrent enrollment courses in the summer; we expanded the types of courses that qualify so that students can take a wider selection of college courses; and we began universal screening with Accuplacer at the high school so that all students would learn about their readiness for college coursework. With support from our pre-collegiate program we have seen increases in concurrent enrollment and the emergence of a college-going culture in our high school. Our design-based research around concurrent enrollment shows that Early College is a model that works for our community, school district and students.

LCSD’s recent community engagement process for graduation requirements demonstrated both need and interest in our community for greater post-secondary access. Across all sectors, community members cited our partnership with Colorado Mountain College Leadville as an important asset. Alumni wished they had experienced greater concurrent enrollment opportunities and families and students were excited about the potential to experience college and career preparation while still in high school. Our high school faculty committee quickly harnessed these ideas and figured out strategies to support students in gaining rigorous academic experiences and well-supported college experiences.

Early College to Promote Equity

The community and participatory research leading to this proposal is grounded in an equity-oriented perspective on educational opportunity. We believe that an Early College continues the work in creating opportunity structures that support college-going culture, identities and academic success.

In the Latino Education Crisis: The Consequences of Failed Social Policies (2009), Patricia Gándara documents the important ways that education policy can shape these opportunities. Modeling our work on the success in neighboring Eagle County’s Battle Mountain College, we believe an Early College closes opportunity gaps and builds a strong bridge for our students to access high quality coursework and college degrees.

The interplay between opportunities and student experiences is also well-documented in education research. For example, in Fracturing Opportunity: Mexican Migrant Students & College-going Literacy (2010) Ryan Gildersleeve demonstrates that college-going is itself a “literacy” that can be taught more equitably. Through an Early College, Lake County students will be provided with the support and opportunities to become literate in college-going prior to high school graduation.

Likewise, In Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline (2006), Tara Yosso advocates for an approach to college-going that engages students’ cultural wealth. By supporting students’ aspirational, navigational, social, linguistic, familial and resistant capital we can support students building identities as people who are capable and knowledgeable about how to complete college. This is especially relevant in Lake County where the majority of our students are Latino/a and first generation students. We want to provide our students with heightened access and support as they navigate complex paths to college degrees.

Nationally, schools have seen success with Early Colleges. In *Transitions from High School to College* (2013) Andrea Venezia and Laura Jaeger explain that for Early Colleges to serve all students, they must shift how high schools work and provide students with adequate support. We are confident that with our emphasis on ICAPs, Crews and a Pre-Collegiate programming in our counseling department we have the ingredients necessary to make sure that Lake County Early College students are successful.

III. Lake County Early College

Lake County Early College (LCEC) will be a separate secondary school, with its own school code, housed in the Lake County High School campus. Students who are enrolled in LCEC will graduate with a High School Diploma and an Associate's Degree or 60 hours of college coursework.

The Associate Degrees will provide a strong foundation for students who plan to get their Bachelor Degree from a four-year college or university. It also gives students the capacity to complete their Bachelor Degree within two years after graduation. Lake County Early College students will be able to pursue the degree that best aligns with their post-secondary goals.

Goals for Early College

Lake County Early College will empower students to successfully accrue college credit in a supportive environment that provides the necessary resources including tutoring, academic advising, and community.

The Lake County Early College will enhance our district's mission to ignite a passion for learning and vision that we are elevating expectations. Outcomes we anticipate include:

- Improved high school graduation rates, as we are already seeing in the Pre-Collegiate Program
- Improved college matriculation rates
- Increased post-secondary readiness
- Improved college success and completion rates
- Increased support for a college-going school culture
- A clear pathway for Early College in student ICAPs
- Coherence between Lake County High School and Colorado Mountain College
- Post-secondary readiness for all students
- Professional development opportunities for faculty

Core Team Members

Wendy Wyman, Lake County School District, Superintendent
Rachel Pokrandt, Colorado Mountain College Leadville Campus Vice President
Kate Bartlett, Lake County School District Chief Financial Officer
Ben Cairns, Lake County High School Principal
Kelly Hofer, Lake County Pre-Collegiate Coordinator

Student Enrollment

Students enrolling in Early College will work with their academic advisor to develop an Individual Career and Academic Plan (ICAP) at the end of 10th grade. The ICAP will guide students' college level coursework based upon their career goals. Students will apply and transfer to Lake County Early College as outlined on their ICAP.

Students will have a multi-year plan that will include the classes they will take each year.

There will be flexible pathways for students to earn their Associate's Degree or 60 credit hours in preparation for transfer to a Bachelor Degree program:

- 1) Concurrent enrollment and Challenge Exams via LCHS course offerings
- 2) Concurrent enrollment available during summers
- 3) Additional 5th and 6th years year at Colorado Mountain College for concurrent enrollment courses

Students will also need to meet all LCHS Graduation Requirements including:

- All credit requirements for graduation from Lake County High School
- 9th and 10th grade core coursework at LCHS
- 40 hours of community service and leadership
- State competency requirements in English, Math, Civics and 21st Century Skills
- Any other goals set forth in the ICAP

Students can transfer to another high school and meet their graduation requirements, if they choose to exit before the 60 credits of college coursework. For example, students can transfer from LCEC to LCHS should they find that the Early College is not the right pathway. Academic advisors, students and families will collaboratively revise the student's ICAP. Students will still be positioned to graduate with a Lake County High School Diploma.

Associate Degrees

Lake County Early College will build on our partnership with Colorado Mountain College's Timberline Campus to offer current enrollment classes that will provide academic pathways for students to earn the following degrees:


- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of General Studies (AGS)
- Associate of Applied Science degrees (AAS)

Assoc. of Arts (AA)	Assoc. of Science (AS)	Assoc. of General Studies (AGS)	Assoc. Applied Science (AAS)
<i>Description of Degrees</i>			
The Associate of Arts degree program offers a liberal arts education that includes the Colorado State Guaranteed General Education Curriculum.	The Associate of Science degrees are designed for those who plan to seek a four-year degree in advanced technology, mathematics, or physical, natural or computer science areas.	CMC offers the Associate of General Studies (AGS) degrees for students whose needs are not met by our other degrees. You may design the Associate of General Studies degree to fit your personal needs, upgrade job skills or prepare for professional school.	The two-year Associate of Applied Science degree (CTE) programs include skills training and general education course work.
<i>Degrees and Certificates at CMC Leadville Campus</i>			
Business Environmental Studies History Mathematics Outdoor Studies Psychology Social Work	Biology Environmental Science Geology Mathematics Psychology	General Studies Outdoor Recreation Leadership	EMT Paramedic Ski Area Operations Certificates in: Culinary Arts Digital Media Applied Engineering
<i>Degrees available via transfer to other CMC Campuses</i>			
Anthropology Art History Early Childhood Education Early Childhood Teacher Education Marketing Political Science Spanish Theatre Visual Arts	Chemistry Engineering Physics	CMC & CU-Boulder Engineering Agreement at Steamboat campus	Culinary Arts Digital Media Early Childhood Education Veterinary Technology

Courses for each degree are available through the CMC Catalog, WebAdvisor: webadvisor.coloradomtn.edu.

Coursework

Lake County High School Coursework consists of a core 9th and 10th grade sequence. This is followed by ICAP-driven coursework and career exploration in 11th and 12th grades. Based on community and educator input, students will finalize their ICAP during 10th grade and apply to the Early College.

 General Education: All 9th and 10th Graders

 ICAP-Determined Electives

	English (4.0)	Social Studies (3.0)	Math (4.0)	Science (3.0)	Spanish /Foreign language (2.0)	Health and Fitness (1.5)	Fine Arts (1.0)	CTE (2.0)
9	9 th Grade English	Geography and Government	Integrated 1	Physics First	Spanish Language Arts 1 or Spanish 1	Health and Fitness	Art/Music	Elective
10	10 th Grade English	20 th Century	Integrated 2	Biology + Environmental Science	SLA 2 or Spanish 2	PE, Strength and /or Adventure Education		Ethics in Leadership
11	Electives	Electives	Integrated 3	Chemistry + Physical Science	SLA 3 Spanish or Spanish 3			Personal Finance
12	Electives	Electives	College Alg., College Trig, or Math 055 (Calc 1-2)	Electives	AP Spanish or CMC Heritage Spanish			Career or Job Exploration /Internship

	English (4.0)	Social Studies (3.0)	Math (4.0)	Science (3.0)	Spanish /Foreign language (2.0)	Health and Fitness (1.5)	Fine Arts (1.0)	CTE (2.0)

9th and 10th Grade Sequence

During 9th and 10th grades students will enroll in the core sequence of courses. Courses in this sequence cover standards required for high school graduation including English, Math, Civics and 21st Century Skills. Students will also have opportunities to participate in Challenge Exams to earn college credit. All 10th graders will take the Accuplacer test to assess readiness for college coursework. During their 10th grade year, students will finalize their ICAP, post-secondary goals and determine their enrollment in the Early College.

9th Grade Course Sequence		
ENGLISH 9	1 Credit	English 9 is a course focusing on fundamental reading and writing skills. Students will be introduced to a variety of texts that explore different human experiences across cultures and times. Possible texts are: <i>The Book Thief</i> , <i>Night</i> , <i>The Absolutely True Diary of a Part-Time Indian</i> , and <i>Romeo and Juliet</i> . In addition to short stories, literary elements, poetry, vocabulary, and grammar will be studied.
INTEGRATED I	1 Credit	This is the core math class for 9 th grade students. It is a study of functions, equality, solving equations, and congruence.

9th Grade Course Sequence

<p>HEALTH AND PHYSICAL EDUCATION</p>	<p>1 Credit</p>	<p>This course places emphasis on the wellness approach to good health by stressing the need for balance in social, physical and emotional development. Health behaviors that can reduce personal risks are discussed and students gain access to valid health information, health products, and services. Students are taught the importance of evaluating personal health risks. The importance of planning for a healthy future is highlighted and opportunities for self-reflection on personal health issues and concerns are provided. Students participate in health related community service projects and in individual and group activities/assignments. This course is a requirement for graduation.</p> <p>AND</p> <p>Students will be introduced to a variety of team and individual sports and activities. Regular attendance and participation are essential for the awarding of this credit. Students will learn in motor skills and movement patterns needed to perform a variety of physical activities. They will also study movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities. Students will be encouraged to achieve and maintain a health-enhancing level of physical fitness. Students are required to dress out for class on a daily basis (PE shirt, shorts, sweats, socks and shoes). This class can be taken multiple times if determined by the student's ICAP.</p>
<p>Physics: Challenge exam option PHY 105</p>	<p>1 Credit</p>	<p>This shall be a challenge course designed specifically for, and required by, incoming 9th graders. This course is designed from a Physics standpoint but shall integrate other science disciplines in curriculum and activities. Physics First is a very hands-on, project-oriented course designed in the EL style, in which students will incorporate an established procession of curriculum materials of the physical and natural laws supplemented with critical thinking exercises and reinforcing labs. This course also prepares students to take the challenge exam for PHY 105 Conceptual Physics at Colorado Mountain College, upon completion of the class. Successfully completing and passing the exam at Colorado Mountain College will result in awarding of college credit at CMC</p>
<p>AMERICAN GOVERNMENT / CIVICS</p>	<p>.5 Credit</p>	<p>This is a demanding course focusing on the theoretical basis and real-world application of American Democracy. Students will learn about the basic structures, powers, and functions of our government at the local, state, and national levels. This course will also bring students into contact with the historical and philosophical context within which our constitution was developed, as well as the Constitution's role in establishing a functional democracy and safeguarding essential human liberties. In the process, students will learn how to research, formulate, positions, and engage in appropriate civic participation to address local, state, and national issues or policies</p>

9th Grade Course Sequence		
GEOGRAPHY	.5 Credit	Geography is the study of our planet from a physical, as well as human standpoint. The class will gain knowledge how the diversity of the physical nature of the Earth is directly related to the cultural diversity that exists. This course will include in-depth study of formal regions of the world. It will study how physical processes determine the climate and environment of the Earth, how resources are used and distributed around the planet, how this process affects human relationships and locating the major countries, rivers, mountains, and significant physical features of our earth.
SPANISH LANGUAGE ARTS 1 or SPANISH 1	1 Credit	<p>This is a class offered for heritage Spanish speakers to develop reading and writing skills in their native language much like they would in a 9th grade English language arts class. They look at various literature: journalistic, literary, blogs, informative, etc. and will develop both their reading and writing skills around these different forms.</p> <p>or</p> <p>Students will focus on developing language acquisition skills, which are aligned to the Colorado State Standards and ACTFL (American Congress of Teaching Foreign Language) standards. Central to the standards is communication and culture. This class is for the novice Spanish student.</p>

10th Grade Course Sequence		
ENGLISH 10	1 Credit	This course prepares students to proficiently analyze literature as an expression of humankind's innate longing to construct meaning out of the complex materials of human experience. Beginning with and working from their existing literacies, the teacher will apprentice students into the processes of expert reading, composing, speaking, and listening. On a daily basis, students will read, write, and argue through close-reads, literature circles, and Socratic seminars based upon meaningful complex texts that serve students' intellectual, social, and emotional needs. Fictional texts will include a variety of short stories as well as novels—such as <i>The Catcher in the Rye</i> , <i>Lord of the Flies</i> , and <i>Of Mice and Men</i> , among others. Non-fiction texts will augment the study of the aforementioned.
INTEGRATED II	1 Credit	This is the core math class for 10 th grade students. This course is a study of quadratic equation and functions, inequalities, right triangles, and probability. This course also prepares students to take the PSAT.

10th Grade Course Sequence

<p>PHYSICAL EDUCATION or OUTDOOR EDUCATION</p>	<p>.5 Credit</p>	<p>Students will be introduced to a variety of team and individual sports and activities. Regular attendance and participation are essential for the awarding of this credit. Students will learn in motor skills and movement patterns needed to perform a variety of physical activities. They will also study movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities. Students will be encouraged to achieve and maintain a health-enhancing level of physical fitness. Students are required to dress out for class on a daily basis (PE shirt, shorts, sweats, socks and shoes). This class can be taken multiple times if determined by the student's ICAP.</p> <p>OR</p> <p>Outdoor Education is an entry level course. It is designed to prepare students for participation in a wide range of outdoor pursuits activities. Basic skill development in camping, hiking, fire building, survival skills and First Aid. Students will develop the skills to setup and complete an outdoor trip of their own design. Students will show competence in the safety rules and guidelines that are required when participating in an outdoor trip with a group of people. They will also gain the understanding and knowledge of the history of outdoor recreation and survival. This class can be taken multiple times if determined by the student's ICAP.</p>
<p>Biology with Challenge Exam option BIO 105</p>	<p>1 Credit</p>	<p>Biology is a mandatory course and should be taken during the sophomore year of high school. Biology is a study of life from the cellular or microscopic level through the multi-cellular and larger organism level. The overall goals of Biology is to develop student's understanding of the characteristics and structure of living things and to develop student's understanding of how living things interact with each other and the environment.</p>
<p>U.S. / WORLD HISTORY</p>	<p>1 Credit</p>	<p>First semester is an overview of the United States and the world community from the 2nd Industrial Revolution through the 1930's. Second semester is an overview of the United States in the world community from the 1940's throughout the 20th Century.</p>
<p>SPANISH LANGUAGE ARTS 2 or SPANISH 2</p>	<p>1 Credit</p>	<p>This is a continuation of Spanish Language Arts 1. Students will continue developing and refining their reading and writing skills in Spanish as heritage or native speakers. This class goes deeper into reading and writing development and includes similar literature resources above and includes more literary works from accomplished and contemporary Latin authors.</p> <p>or</p> <p>Students will focus on developing language acquisition skills, which are aligned to the Colorado State Standards and ACTFL (American Congress of Teaching Foreign Language) standards. Central to the standards is communication and culture. This class is for the novice-mid to novice-high Spanish student.</p>

11th and 12th Grade Coursework

11th and 12th grade coursework will be largely ICAP-driven. In tandem with fulfilling the credit requirements for an Associate’s Degree or 60 hours towards a degree, students in the Early College will fulfill credit requirements for a LCHS diploma.

Student enrolled in the Early College will complete the 9th and 10th grade sequences above and then complete courses in to earn a minimum of 24 credits in the following disciplines:

LCHS Credit Requirements

Language Arts – 4 Credits: 9th Grade English (1) 10th Grade English (1) English Electives (2)	Social Studies – 3 Credits: Geography (.5) Government (.5) 20th Century (1) Social Studies Elective (1)
Science – 3 Credits: Physics (1) Biology and/or Environmental Science (1) Chemistry and/or Physical Science (1)	Math – 4 Credits: Integrated I (1) Integrated II (1) Integrated III (1) College Algebra, College Trig, College Calc I, Calc II, or Math 055 (1)
Foreign Language –2 Credits: Spanish for Native Speakers 1 or Spanish 1 (1) Spanish for Native Speakers 2 or Spanish 2 (1)	Health and Fitness- 1.5 Credits: Health (.5) PE, Strength and/or Adventure Education (1)
Fine Arts - 1 Credit: Art, Music or Theatre (1)	Electives - 5.5 Credits: Personal Finance (.5) Ethics in Leadership (.5) ICAP-Determined (4.5)

Course Listings

Students in the Early College will take concurrent enrollment courses that are offered at Colorado Mountain College and at Lake County High School. LCSD’s concurrent enrollment policy allows students full access to the CMC Catalog. The following table provides a list of courses that are offered at LCHS. A complete list of courses is available to students in the LCHS Course catalog and the Colorado Mountain College course catalog available through WebAdvisor (<https://webadvisor.coloradomtn.edu>)

11th and 12th Grade LCHS Course Listings (* denotes concurrent enrollment)

Subject	Course Title
ART	Advanced Art Basic Studio Art Basic Ceramics Wheel
BUSINESS	Accounting Business Applications Business Careers Business Technology Ethics in Leadership Introduction to Business and Business Concepts
INDUSTRIAL TECHNOLOGY	Intro to Drafting Drafting II Metals Design I Metals Design II Woods Woods II
LANGUAGE ARTS	Technical Reading and Writing *English Composition I/*ENG 121 for CMC *English Composition II/* ENG 122 for CMC Creative Writing Dystopian Literature Greek Mythology Non-Fiction Science Fiction/Fantasy
MATHEMATICS	Integrated II Integrated III Career Math *Algebraic Literacy/ *MAT 055 and *MAT 025 *College Algebra/ *MAT 121 *College Trigonometry/ *MAT 122 *Calculus I/ *MAT 201 *Calculus II/ *MAT 202
MATH ELECTIVES	Introduction to Engineering Engineering II Math Lab Personal Finance

11th and 12th Grade LCHS Course Listings (* denotes concurrent enrollment)

MUSIC	Chamber Choir Cloud City Jazz Band Concert Band Jazz Improvisation Music of the World Music Theory/Appreciation Percussion Ensemble Rock and Roll History Symphonic Choir Tech for Stage Theatre Appreciation
PHYSICAL EDUCATION AND HEALTH	Outdoor Education Physical Education Strength Team Sports
SCIENCE	*Introduction to Environmental Science/ *ENV 101 Chemistry
SOCIAL STUDIES	*Contemporary Social Problems/ *SOC 215 Philosophy Psychology
WORLD LANGUAGE	AP Spanish Language and Culture Spanish 1,2,3 AP Spanish Language and Culture
ADDITIONAL ELECTIVES	Athletic Participation Credit Girls' Circle (Community Partnership) Internship Yearbook High Mountain Institute Partnership (Junior Semester Partnership)

IV. Teaching and Learning

Credentialing

Advanced Placement

- For Teachers, whose classes are AP classes and AP scores are used to award college credit in the class, no additional qualifications are necessary.

For Concurrent Enrollment Courses:

- Teachers who have a Master's Degree with 18 Graduate Hours in their discipline or subfield may teach Early College course(s) with the approval of CMC.
- Teachers with a secondary CTE endorsement may be eligible for a postsecondary credential.
- Students may also take classes at Colorado Mountain College campuses.

Student Assessment

Assessment will be strategic and purposeful. It will consist of a combination of formative, summative, and performance-based assessment, allowing students to demonstrate their mastery of the curriculum and to re-learn information as necessary.

- All 10th grade students will take the Accuplacer test to assess readiness for college-level courses.
- LCHS students will have access to relevant Challenge Exams.
- LCHS students will fulfill Colorado Department of Education guidelines for competency for English, Math, Civics and 21st Century Skills.
- Performance on assessments will be monitored through the ICAP process to ensure students receive necessary supports and gain access to appropriate coursework.

Student Support

Lake County Early College will work closely with the Lake County Pre-Collegiate Program to create a nurturing environment to pursue college degrees.

Crew: Lake County Early College students will meet daily with Crews to develop a strong sense of community while receiving social and academic support.

Concurrent Enrollment Support Classes: All students participating in concurrent enrollment courses will also be enrolled in a concurrent enrollment-support and tutoring course at LCHS.

ICAP: All Lake County Early College students will receive intensive academic advising to ensure that their course enrollment leads to degrees and aligns with their post-secondary goals.

Pre-Collegiate: Lake County Early College students have the opportunity to join the Lake County Pre-Collegiate program where they will receive mentoring from community members, opportunities for college visits, and assistance with financial aid and scholarships.

CMC Partnership: Colorado Mountain College Leadville Campus's Concurrent Enrollment Coordinator will review all Lake County Early College enrollments to ensure coherence in course plans and provide academic and social support as needed. Students will have access to

a full range of tutoring, counseling and academic advising through the CMC Leadville campus, which is located less than a mile from the LCHS campus.

Special Education: Accommodations for students in Special Education and in ESL will be available through the high school.

Counseling Services: The LCHS Counseling department will support crew teachers and Early College students with the ICAP process. LCHS counselors will work closely with the CMC Concurrent Enrollment Coordinator to stay current on college advisement. The Lake County Early College program and concurrent enrollment coordinator will have a dedicated space in the LCHS counseling department.

Professional Development

LCHS and CMC will facilitate professional development opportunities for all teachers participating in the instruction of concurrent enrollment and courses leading to Challenge Exams. Professional development goals are determined by Lake County School District and Colorado Mountain College.

- Professional development will be centered on best practice and will be responsive to the learning needs of staff and students.
- Professional development will be provided within Lake County School District and at Colorado Mountain College Leadville.
- The purpose of professional development will be to foster collaboration and enable staff to effectively support student success.
- Staff will gain better understanding of CMC policies and procedures as they relate to Early College programs.
- LCHS has dedicated time each week and one day each month for professional learning community meetings.
- Professional Development will support staff as they use data from formative assessments to inform instruction.
- Staff will follow requirements included in the Colorado Mountain College System's Statement of Standards and On-Site Best Practices.
- All new staff will participate in a formal mentoring program designed in collaboration with CMC and Lake County High School.
- Staff are encouraged to become active within national organizations associated with their discipline.
- Cross-training of Student Services and Instructional Staff on the differences between secondary and postsecondary learning environments will be implemented.
 - Early College Staff will participate in CMC Leadville Campus Programs, including:
 - Fall/Spring in-services
 - Annual Teaching and Learning with Technology conference
 - Participation in CMC departmental meetings
 - Other opportunities as available.
- Early College Teachers will have access to CMC Leadville's CEPA Coordinator and Assistant Dean of Instruction at LCHS and CMC Leadville campuses.

V. Funding Model

The funding model we will use for Lake County Early College is the same we use for other schools in Lake County School District. The school will receive allocations off funds and services that are comparable to our other schools. Within Lake County Early College we will continue to use the same funding model that we currently use to support the growing numbers of students participating in Concurrent Enrollment. To support this work, we have a concurrent enrollment tuition line in our General Fund budget. We plan to increase this line to accommodate the additional college tuition that will result from offering an Early College program.

Appendix A. Lake County School District Board Resolution



Lake County School District R-1

Superintendent
DR. WENDY WYMAN

Administrative Assistant
BUNNY TAYLOR

RESOLUTION NO. 17-19

WHEREAS, the Board of Education of Lake County School District has a District Vision of:
“We are elevating expectations”

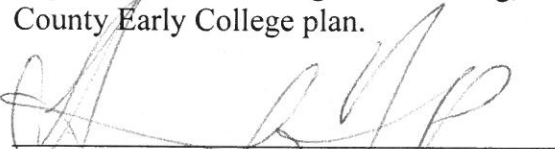
WHEREAS, the Board of Education of Lake County School District has District Goals of:

1. Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career “Every day, we are college and career ready.”
2. Provide all students with engaging learning opportunities. “Rigor and engagement are everywhere.”
3. Create a space that is safe, inclusive and welcoming for all. “Diversity and culture make us better.”
4. Plan and execute the capital and human capital investments that will make our district better “We plan for the future.”

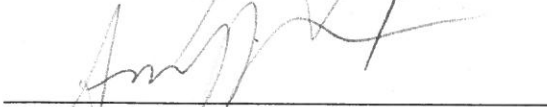
NOW THEREFORE, The Board of Education of Lake County School District R1 supports the Early College High School application to create the Lake County Early College; and

The District shall hold Lake County Early College accountable on an annual basis for implementing school improvement plans and progressing toward district goals and expectations for school performance; and

The Superintendent, or his/her designee, will be responsible for the continued implementation, oversight, monitoring, review and accountability of all elements of the Lake County Early College plan.



Harmony Jump, Secretary



Amy Frykholm, President

Dated: May 23, 2017

Appendix B. District Letter of Support for Lake County Early College



Lake County School District R-1

May 16, 2017

Colorado State Board of Education
Office of the Colorado State Board of Education
201 East Colfax Avenue
Denver, CO 80203

Dear Members of the State Board of Education,

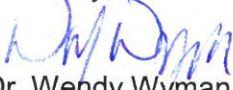
We are pleased to present our application to begin an Early College in Lake County School District located in Leadville, Colorado. Over the past 5 years we have been initiating significant reforms across our district that are resulting in better school environments and improved academic opportunities for our students. With approximately seventy percent of our students qualifying for free or reduced lunch, we take our responsibility to ensure that all students have access to a high-quality education seriously.

We are partnering with the Colorado Mountain College in the hope of providing an Early College to our high school students. As part of our reform efforts we have been working to increase the number of students who participate in concurrent enrollment during high school and matriculate to college. Our recently redesigned graduation requirements create pathways to support students to transition to successful postsecondary experiences and adulthood. Beginning an Early College will offer the opportunity to strengthen these efforts and ensure that students are able to earn an Associate's degree as a result of their efforts while concurrently enrolled.

Lake County School District is firmly committed to creating a sustainable and successful Early College. We will support the program with all necessary resources including staffing, fiscal support, materials, building space and district oversight. The creation of an Early College is one more important step in ensuring that our students have access to a high-quality education and a broader range of opportunities.

Thank you for your consideration of our application.

Sincerely,


Dr. Wendy Wyman
Superintendent