



La Costa Canyon High School

1 Maverick Way • Carlsbad, CA 92009 • 760-436-6136 • Grades 9-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

San Dieguito Union High School District

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District Governing Board

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Educational Services**

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**Associate Superintendent,
Administrative Services**

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**Associate Superintendent, Human
Resources**

School Description

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	484
Grade 10	421
Grade 11	488
Grade 12	470
Ungraded Secondary	31
Total Enrollment	1,894

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	4.4
Filipino	1.3
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0.3
White	75.6
Two or More Races	2
Socioeconomically Disadvantaged	9.7
English Learners	5.2
Students with Disabilities	14.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
La Costa Canyon High School	14-15	15-16	16-17
With Full Credential	85	77	85
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Dieguito Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
La Costa Canyon High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.6	2.4
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	98.2	1.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

Textbooks and Instructional Materials Year and month in which data were collected: July, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language of Literature adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra II, Adopted 2008; Geometry, Adopted 2009; Precalculus, Adopted 2008, SDUHSD developed materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	All textbooks adopted 2007; Acting One, Experiencing Dance, A Sense of Dance; Developing Digital Short Films, Photography; Introduction to Digital Photography; Drawing: A Foundation; Art Fundamentals; Craft and Art of Clay; Artforms; Recording Music; Fundamentals of Music The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school includes 120 classrooms, six computer labs, a library media center, and audiovisual technology facilities. We also have a visual and performing arts building and music facility with music performance classrooms, a 470-seat performing arts center, a two-story gymnasium that seats 2,200, and a stadium that seats 5,000.

In 2014, LCC upgraded the school library, heating and air-condition units as well as infrastructure and wifi. In addition, installed short-throw projectors in all 120 classrooms.

In January 2011, we completed our solar energy project. To beautify our campus we added drought-tolerant landscaping in the spring of 2012. Solar energy powers 70 percent of our school's needs.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/25/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/25/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			
Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	61	68	77	80	44	48
Math	54	55	68	71	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	78	76	73	85	85	84	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11	28.4	48.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	416	404	97.1	72.8
Male	211	205	97.2	70.2
Female	205	199	97.1	75.4
Asian	15	15	100.0	73.3
Hispanic or Latino	71	68	95.8	50.0
White	311	302	97.1	78.5
Socioeconomically Disadvantaged	53	51	96.2	37.3
English Learners	30	29	96.7	17.2
Students with Disabilities	63	60	95.2	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	483	467	96.7	68.2
Male	11	248	237	95.6	60.3
Female	11	235	230	97.9	76.4
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	25	25	100.0	84.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	82	80	97.6	46.3
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	355	341	96.1	70.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	57	52	91.2	32.7
English Learners	11	26	25	96.2	4.0
Students with Disabilities	11	56	47	83.9	27.7
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	483	466	96.5	54.6
Male	11	248	237	95.6	53.6
Female	11	235	229	97.5	55.7
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	25	25	100.0	88.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	82	80	97.6	27.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	355	341	96.1	58.5
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	57	52	91.2	15.4
English Learners	11	26	25	96.2	4.0
Students with Disabilities	11	56	47	83.9	8.5
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Under the direction of the LCCHS Foundation, hundreds of parent volunteers and families support school programs and provide supplemental educational resources through membership drives and fund-raisers. Parents play an active part in a variety of school events. Parents volunteer regularly on campus and serve on various school committees such as School Site Council, Maverick Academic Boosters, and Maverick Athletic Boosters and WASC. We offer school-based meetings for Spanish-speaking parents through our English Language Advisory Committee (ELAC).

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

We require all students to remain on campus, with the exception of seniors who have a permit to leave during lunch. Visitors must check in at the front desk and wear visitor badges while on campus. We have one campus supervisor, three assistant principals, and four counselors. Our school safety plan is updated annually and outlines regular fire, earthquake, and campus lock-down drills.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	1.4	1.6
Expulsions Rate	0.1	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	1.3	1.4	1.6
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	463

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	27	32	33	25	5	4	7	18	48	48	35
Mathematics	31	30	29	12	9	8	9	18	29	38	35	17
Science	32	29	31	10	9	5	4	18	23	41	30	25
Social Science	28	27	34	19	24	3	4	4	11	40	40	40

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Teachers collaborate regularly within academic departments to discuss department goals and action plans to improve student achievement and course consistency. Administration conducts monthly professional development as well as department chair meetings to facilitate progress within the school's academic programs. Departments use staff development time to collaborate regularly. Collaboration days are used to monitor student learning by creating assessments, analyze student achievement results, and to develop systematic interventions to improve student achievement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,545	\$46,184
Mid-Range Teacher Salary	\$79,139	\$75,179
Highest Teacher Salary	\$99,546	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$128,815	\$124,243
Average Principal Salary (HS)	\$142,821	\$137,939
Superintendent Salary	\$222,737	\$217,637
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

For the 2016-17 school year, LCC has worked collaboratively with the LCC Foundation to create an enrichment program after school that is open to all students. Credentialed teachers are available after school, including a Tuesday evening session, to support students in all curricular areas. The parent Foundation provides financial support to run the Academic Enrichment program for the entirety of the school year every Monday through Thursday. Through categorical achievement funds, LCC has established a "Newcomer's Academy" for EL learners that are new to the country. These students have smaller class sizes and additional enrichment in ELA and Math, and vocabulary development in Science and Social Science.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
La Costa Canyon High School	2011-12	2013-14	2014-15
Dropout Rate	1.30	2.10	2.50
Graduation Rate	97.50	97.01	95.63
San Dieguito Union High School District	2011-12	2013-14	2014-15
Dropout Rate	1.60	1.80	2.70
Graduation Rate	97.19	96.71	95.96
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1013
% of pupils completing a CTE program and earning a high school diploma	35%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.52
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	75.4

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,138	\$711	\$4,427	\$61,360
District	♦	♦	\$6,146	\$79,161
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-28%	-15%
Percent Difference: School Site/ State			-19%	-17%

* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	4	♦
Foreign Language	1	♦
Mathematics	3	♦
Science	6	♦
Social Science	5	♦
All courses	22	45

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	93	95	86
Black or African American	80	88	78
American Indian or Alaska Native	100	75	78
Asian	90	99	93
Filipino	100	100	93
Hispanic or Latino	85	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	95	96	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	80	85	66
English Learners	38	41	54
Students with Disabilities	100	100	78

Career Technical Education Programs

Students who are 16 or older have the opportunity to develop skills and knowledge about various careers and occupations through non-paid internships in conjunction with regular classroom instruction. They complete a minimum of 100 hours of worksite experience, plus a minimum of 18 hours of related classroom instruction. Under the direction of the classroom teacher, students receive elective credit and valuable experience in the workplace. These internships cover marketing, firefighting, journalism, television, law, architecture, scientific research, medicine, software development, and small-business training. Our school has a partnership with Mira Costa College for dual credit in selected technical prep coursework.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.