

# La Costa Canyon High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	La Costa Canyon High School
<b>Street</b>	1 Maverick Way
<b>City, State, Zip</b>	Carlsbad, CA 92009
<b>Phone Number</b>	760-436-6136
<b>Principal</b>	Justin Conn
<b>Email Address</b>	justin.conn@sduhsd.net
<b>School Website</b>	<a href="https://lc.sduhsd.net/">https://lc.sduhsd.net/</a>
<b>County-District-School (CDS) Code</b>	37-68346-3731007

## 2023-24 District Contact Information

<b>District Name</b>	San Dieguito Union High School District
<b>Phone Number</b>	(760) 753-6491
<b>Superintendent</b>	Anne Staffieri, Ed. D. Superintendent
<b>Email Address</b>	info@sduhsd.net
<b>District Website</b>	www.sduhsd.net

## 2023-24 School Description and Mission Statement

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	430
Grade 10	355
Grade 11	441
Grade 12	416
<b>Total Enrollment</b>	<b>1,642</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.7%
American Indian or Alaska Native	0.5%
Asian	3.5%
Black or African American	0.8%
Filipino	0.4%
Hispanic or Latino	17.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.6%
White	71.2%
English Learners	4.3%
Homeless	0.5%
Migrant	0.2%
Socioeconomically Disadvantaged	19.2%
Students with Disabilities	15.2%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	66.70	85.41	471.10	91.44	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	1.02	4.90	0.95	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.20	4.17	16.20	3.14	12115.80	4.41
<b>Unknown</b>	7.30	9.39	23.00	4.46	18854.30	6.86
<b>Total Teaching Positions</b>	78.20	100.00	515.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	66.00	85.39	479.80	91.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.50	0.29	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	1.22	7.80	1.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.20	2.96	12.70	2.45	11953.10	4.28
<b>Unknown</b>	8.00	10.41	19.80	3.81	15831.90	5.67
<b>Total Teaching Positions</b>	77.30	100.00	521.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.80</b>	<b>0.90</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	3.00	2.20
<b>Total Out-of-Field Teachers</b>	<b>3.20</b>	<b>2.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	1.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

**Year and month in which the data were collected** 10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0

<b>Mathematics</b>	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus; International Baccalaureate Implementation 2018	Yes	0
<b>Science</b>	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
<b>History-Social Science</b>	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; U.S. History: The Americans: Reconstruction through the 21st Century, Adopted 2006; World History: Modern World History: Patterns of Interaction, Adopted 2006; International Baccalaureate Implementation 2018 &19	Yes	0
<b>Foreign Language</b>	Realidades series, Adopted 2004; D'Accord series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004; International Baccalaureate Implementation 2018 &19	Yes	0
<b>Health</b>	Edgenuity online course		N/A
<b>Visual and Performing Arts</b>	International Baccalaureate Implementation 2018 & 19/Film		

## School Facility Conditions and Planned Improvements

Our school includes 120 classrooms, six computer labs, a library media center/learning commons, 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 2018, the LCC Theater received updates to include lighting, projection, and sound. In the Fall of 2020, construction was completed for a renovation of our Culinary Arts building and surrounding outdoor area with a farm to table concept in mind. In addition, a collaborative project with our District and LCC Foundation created a community space for our students. The space was named Maverick Park and provides outdoor seating and a parklike setting for students to come together to eat, play games (ping pong, bocce ball, cornhole, etc..).

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.

**Year and month of the most recent FIT report**

05/11-23 - 05/19/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X	X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X		X	

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

## 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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	57	81	77	79	47	46
<b>Mathematics</b> (grades 3-8 and 11)	37	49	66	68	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	443	428	96.61	3.39	81.07
<b>Female</b>	197	190	96.45	3.55	86.32
<b>Male</b>	244	237	97.13	2.87	76.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00	0.00	93.75
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	63	57	90.48	9.52	61.40
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	19	100.00	0.00	89.47
<b>White</b>	331	323	97.58	2.42	83.59
<b>English Learners</b>	19	14	73.68	26.32	14.29
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	47	46	97.87	2.13	76.09
<b>Socioeconomically Disadvantaged</b>	73	66	90.41	9.59	62.12
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	46	90.20	9.80	36.96

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	442	424	95.93	4.07	49.29
<b>Female</b>	197	186	94.42	5.58	44.62
<b>Male</b>	243	237	97.53	2.47	53.16
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100.00	0.00	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	63	58	92.06	7.94	27.59
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	19	100.00	0.00	63.16
<b>White</b>	330	318	96.36	3.64	50.63
<b>English Learners</b>	19	16	84.21	15.79	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	47	45	95.74	4.26	33.33
<b>Socioeconomically Disadvantaged</b>	73	67	91.78	8.22	32.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	44	88.00	12.00	13.64

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.75	46.26	57.46	59.99	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	816	714	87.50	12.50	46.36
Female	373	309	82.84	17.16	47.25
Male	441	404	91.61	8.39	45.79
American Indian or Alaska Native	--	--	--	--	--
Asian	26	23	88.46	11.54	69.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	122	87.14	12.86	19.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	30	85.71	14.29	56.67
White	594	521	87.71	12.29	51.06
English Learners	47	43	91.49	8.51	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	102	84	82.35	17.65	27.38
Socioeconomically Disadvantaged	158	137	86.71	13.29	32.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	78	86.67	13.33	17.95

## 2022-23 Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined CTE pathway. All CTE pathway courses include student leadership and work based learning opportunities. SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level. Manuel Zapata is the primary representative of the district's CTE program.

La Costa Canyon High School offers courses in the following 7 CTE pathways: Business Management, Education, Film Video Production, Food Service and Hospitality, Graphic Design, Professional Theater, and Software & Systems Development. For a full list of courses and CTE advisory committee info visit the district website at [www.sduhsd.net](http://www.sduhsd.net).

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	945
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.62
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	77.58

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.68%	96.54%	96.77%	95.38%	96.77%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

The LCCHS Foundation is comprised of hundreds of parent volunteers and families who support school programs and provide supplemental educational resources through membership drives and fundraisers. 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, Special Education Strategic Plan Parent Forum, Hospitality, Maverick Academic Boosters, Maverick Athletic Boosters, and WASC. In addition, we offer school-based meetings for Spanish-speaking parents through our English Language Advisory Committee (ELAC).

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.5	4	5.5	1.5	2	1.8	9.4	7.8	8.2
Graduation Rate	95.8	93.8	91.6	96	96.4	96.3	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	379	347	91.6
<b>Female</b>	182	167	91.8
<b>Male</b>	197	180	91.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	80	58	72.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	15	15	100.0
<b>White</b>	267	258	96.6
<b>English Learners</b>	31	11	35.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	128	109	85.2
<b>Students Receiving Migrant Education Services</b>	0	0	0.00
<b>Students with Disabilities</b>	44	34	77.3

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1707	1676	282	16.8
Female	778	765	144	18.8
Male	926	908	138	15.2
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	8	8	1	12.5
Asian	60	59	2	3.4
Black or African American	15	15	2	13.3
Filipino	7	7	0	0.0
Hispanic or Latino	329	312	81	26.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	93	92	16	17.4
White	1191	1179	179	15.2
English Learners	96	86	32	37.2
Foster Youth	3	3	2	66.7
Homeless	20	20	8	40.0
Socioeconomically Disadvantaged	365	352	92	26.1
Students Receiving Migrant Education Services	7	5	1	20.0
Students with Disabilities	270	264	50	18.9

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.85	2.28	2.11	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.06	0.06	0.00	0.04	0.10	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0.06
Female	0.51	0
Male	3.46	0.11
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	13.33	0
Filipino	0	0
Hispanic or Latino	2.13	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.08	0
White	2.18	0.08
English Learners	3.13	0
Foster Youth	0	0
Homeless	5	0
Socioeconomically Disadvantaged	1.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.07	0.37

## 2023-24 School Safety Plan

La Costa Canyon High School's comprehensive safety plan is developed and reviewed annually with input from staff, district personnel, local fire/police, parents, and students within the first quarter of school. The plan is reviewed and approved by the school site council. The plan is then sent out to staff before school begins and highlighted for our staff during staff meetings and email communications during the first week of school. In addition to our 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 through the Raptor system. We have two full-time campus supervisors, three assistant principals, an intermittent school resource officer through Carlsbad Police Department, two school psychologists, a full-time student support specialist, and four counselors. LCC encourages its students and staff to "See Something, Hear Something, Sense Something, Say Something." LCC students and staff regularly participate in safety drills, including fire, lockdown, and earthquake drills. The LCC Safety Committee meets monthly and includes classified and certificated staff members.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	13	9	39
Mathematics	33	8	18	32
Science	36	9	10	30
Social Science	35	8	7	35

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	15	18	28
Mathematics	28	15	11	29
Science	28	13	12	23
Social Science	27	20	6	33

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	14	7	35
Mathematics	26	17	16	26
Science	29	10	11	25
Social Science	29	9	11	29

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	328.4

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.7

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$13,517	\$8,292	\$5,226	\$93,894
<b>District</b>	N/A	N/A	\$109,327	\$109,558
<b>Percent Difference - School Site and District</b>	N/A	N/A	-181.8	-15.4
<b>State</b>	N/A	N/A	\$7,607	\$97,850
<b>Percent Difference - School Site and State</b>	N/A	N/A	-37.1	-4.1

## Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$64,557	\$57,234
<b>Mid-Range Teacher Salary</b>	\$107,956	\$95,467
<b>Highest Teacher Salary</b>	\$132,169	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$162,117	\$153,476
<b>Average Principal Salary (High)</b>	\$177,590	\$173,198
<b>Superintendent Salary</b>	\$288,000	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	37.44%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	5.58%	4.46%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	42.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	2
<b>English</b>	8
<b>Fine and Performing Arts</b>	3
<b>Foreign Language</b>	2
<b>Mathematics</b>	4
<b>Science</b>	6
<b>Social Science</b>	20
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	45

## Professional Development

Teachers collaborate regularly within academic departments to discuss department goals and action plans to improve student achievement and course consistency. The administration has increased the frequency of department chair and staff meetings to facilitate progress within the school's academic programs and provide dynamic updates throughout the course of distance learning. Departments use staff development time to collaborate regularly. Collaboration days are used to monitor student learning by creating assessments, analyzing student achievement results, and developing systematic interventions to improve student achievement. Because of distance learning required during the 2020-2021 school year, there was an increase in staff meetings (department chairs, all-staff, etc.) to ensure timely sharing of information regarding CDC/CDPH guidelines.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17		