La Cañada High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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.

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, the county, and the state. 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	La Cañada High School
Street	4463 Oak Grove Drive
City, State, Zip	La Cañada, CA 91011
Phone Number	818-952-4270
Principal	Ian McFeat, 9-12 Principal; Ryan Zerbel, 7/8 Prinicipal
E-mail Address	imcfeat@lcusd.net; rzerbel@lcusd.net
Web Site	www.lcusd.net
Grades Served	7-12
CDS Code	1934611

District Contact Information	
District Name	La Canada Unified School District
Phone Number	(818) 952-8304
Superintendent	Ms. Wendy Sinnette
E-mail Address	wsinnette@lcusd.net
Web Site	www.lcusd.net

School Description and Mission Statement (Most Recent Year)

School Vision and Mission:
It is the mission of La Cañada High School through the coordinated efforts of its faculty, staff, and community, to provide programs so that, upon graduation, all students will be inspired and able to use their developed skills to become leaders in service to society.

School Profile:
La Cañada is an incorporated residential city with a population of approximately 25,000 residents, located between Glendale and Pasadena in the greater Los Angeles area. The Jet Propulsion Laboratory (NASA), Descanso Gardens, and the Mt. Wilson Observatory are all located within the school district. Professional, scientific, managerial, and sales positions are main areas of employment, and almost every residential dwelling is single family. La Canada High School is the lone grades 7-12 secondary school.

La Cañada High School employs a modified block schedule. On Mondays, Tuesdays, and Fridays, classes meet for six periods for 56 minutes. On Wednesdays and Thursdays, La Cañada High School uses a block schedule, whereby students attend odd period classes on Wednesdays and even periods on Thursdays, each period meeting for 105 minutes. On block days, there is a 35 minute enrichment period, where students are able to take courses offered from teachers in a variety of subjects not typically offered during the traditional academic periods. This enrichment period, called the Student/Teacher Enrichment Program (STEP), offers courses where students receive citizenship grades only. The school year is divided by two 18 week semesters in which 5 credits are awarded each semester.

LCHS offers an outstanding open access Advanced Placement program. All LCHS AP teachers are College Board Certified. AP courses include: English Language and Composition, English Literature and Composition, Spanish Language, Music Theory, Calculus AB and BC, Statistics, Biology, Chemistry, Physics, Environmental Science, Computer Science, European History, Government/Economics, Psychology, and U.S. History. In addition, students enroll in a wide variety of honors courses. Over 66% of the student body takes advantage of this enriched Advanced Placement and honors curriculum.

La Cañada High School Academic Achievement:
For the last year it was calculated, LCUSD's Academic Performance Index (API) score is 947 out of a possible 1000. As LCHS transitioned to the implementation of the Common Core State Standards, faculty designed quarterly anchor assessments. The implementation of Common Core State Standards pose a variety of challenges to students, as increased rigor, focus on critical thinking, creativity, collaboration, and communication have changed both the focus of student work and the methods to assess student performance.

La Cañada High School has been named both a California Distinguished School and a National Blue Ribbon School, most recently in 2004. The U.S. Department of Education has recognized LCHS for "high achievement and exemplary programs", for rich extracurricular activities, and for strong community support. With respect to post-secondary college attendance, 79% of LCHS students attend 4-year universities, while 20% of the graduating class attend 2-year colleges.

LCHS has a policy of Open Access to honors and Advanced Placement courses. The number of students taking AP Exams at LCHS has increased by 13% relative to the previous academic year while our pass rate continues to remain high. In 2014, 580 students took 1,267 AP exams. Of the graduating senior class, 65% earned a passing score on at least one AP exam during their high school career. In 2014, LCHS had the following numbers of individual AP honorees: Scholars (95), Scholars with Honors (50), Scholars with Distinction (126), National Scholars (25). For the past 9 years, La Cañada High School students have passed AP exams with a pass rate of 80% or higher, with a 2013-14 pass rate of 91%.

In addition to outstanding student achievement, La Cañada High School also offers several special programs. The Jet Propulsion Laboratory (JPL) internship places our students in partnership with mentors and professionals at JPL who offer an experience for 6-12 weeks in aerospace projects that last year mirrored the Rosetta Mission; this was the amazing mission in which JPL landed a spaceship on a comet. In addition to this, The Institutes of the 21st Century places professional mentors in partnership with students in research and service projects. LCHS also has award winning instrumental and vocal music programs, as well as exemplary drama and visual arts offerings. Students enroll in a variety of Regional Occupational Programs (ROP) courses, such as Sports Medicine, Graphic Design, Media Art, Photography, and Culinary Art.

Since our last Blue Ribbon Award, the focus of our school has centered around the work of Professional Learning Communities. In partnership with our district, LCHS embedded collaboration time within our work week so that teachers can work together on a guaranteed and viable curriculum. PLC work has helped us focus on aligning our instructional programs, and we have leveraged a more clear instructional focus as a school. As a school we have become less isolated, more integrated, and increasingly more connected. Our vision now includes collaboration as a hallmark of our continued progress towards continual instructional improvement.

Originating in 1983 due to declining enrollment within the district, La Cañada's 7-12 configuration is rare for California public schools. The 7/8 operates a school-within-a-school model, where these two grade levels are divided into four "small schools" to provide teams of teachers who serve the same small-school population in the core subject areas. This small school model was well-established in its prior location and was brought to the high school during this transition. A 7-12 campus provides benefits in terms of program articulation, master schedule, and, for middle school students, increased access to electives and high school facilities. Challenges include meeting the developmental and curricular needs of all students grades 7 through 12, as well as keeping a unique 7/8 culture. A member of the administrative team is designated as the 7/8 principal. Some teachers teach concurrently in both the 9-12 to 7/8 schools with some cross over between the two schools.

The Small School model is identified as a chief area of strength within the 7/8 program. This model allows for increased collaboration. The teachers within a small school are able to provide individualized learning programs and a "pyramid of support" for every student in the middle school. The 7/8 staff cites the work of the 7/8 counselors as a key area of strength within the middle school. The counselors provide extensive student support to meet the needs of students in the key domains of social, emotional, and academic development. Because of the Small School model, and the work of the 7/8 counselors, "at-risk" students are identified and supported more quickly and intensively than they would be at a middle school with a traditional structure. The 7/8 staff views their students' exceptionally strong performance on the California State Standards Tests as a result of the Small School support model. The 7/8 staff also views the shared campus with the high school as a specific area of strength. The 7/8 staff reports that the smooth transition from the middle school to the high school is largely due to the shared campus and active teacher and counselor articulation facilitated by this configuration.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	351
Grade 8	350
Grade 9	361
Grade 10	339
Grade 11	343
Grade 12	358
Total Enrollment	2,102

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	26.8
Filipino	0.7
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0
White	54.6
Two or More Races	5.9
Socioeconomically Disadvantaged	1.5
English Learners	2.6
Students with Disabilities	8.8
Foster Youth	0

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	83	82	79	167
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	2	2	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	3	3
Total Teacher Misassignments *	1	3	4
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.6	5.4
All Schools in District	95.4	4.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	95.4	4.6

Note: 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 2015-16)

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / 2003 Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards.	Yes	0.0
Mathematics	Grade 7: Prentice Hall / 2001 Grade 8: CA Algebra 1; Prentice Hall / 2008 Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards. Algebra 1 - Algebra: Structure & Method - McDougal Littell / 2008 Geometry & Honors Geometry - Geometry - McDougal Littell / 2008 Algebra 2/Trig & Algebra 2/Trig Honors - Algebra & Trigonometry: Structure & Method - McDougal Littell / 2008 Pre-Calculus & Pre-Calculus Honors - Pre-Calcuclus-7th ed. - Pearson/Addison Wesley / 2007 AP Calculus (A B & BC) - Calculus 7th Ed. Early Transcendentals - Wiley / 2004 Adv Math Topics - College Algebra and Trig - Thomas Learning / 2002 Discrete Math - Discrete Mathematics: Modeling Our World - COMPAP / 2015 AP Statistics - Practice of Statistics-3rd ed. - W.H. Freeman / 2007	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	7/8 Focus on Life & Physical Science; Prentice Hall / 2007-2008	Yes	0.0
	Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards		
	Biology - Prentice Hall / 2003		
	Biology Honors - Biological Science - BSCS Glencoe McGraw-Hill / 2005		
	AP Biology - AP Edition Biology 8th Ed. - Pearson / 2008		
	Chemistry - Chemistry - Pearson / 2012		
	Chemistry Honors - Cheistry: Connections to Our Changing World - Prentice Hall / 2005		
	AP Chemistry - Zumdahl Chemistry, 4th Ed. - Houghton Mifflin / 2007		
	Earth Science - California Earth Science - Holt, Rinehart & Winston / 2007		
	Geology - Earth Science - Holt, Rinehart & Winston / 2008		
	AP Environmental Science - Living in the Environment; 15th Ed. - Thomson-Brooks & Cole / 2006		
	Physics - Conceptual Physics; Hewitt: The High School Program - Prentice Hall / 2002		
	Honors Physics - Conceptual Physics, 8th Ed. - Addison-Wesley / 2003		
	AP Physics - University Physics, Vol. 1, 11th Ed., Pearson Addison Wesley / 2006		
	University Physics, Vol. 2, 12th Ed., Pearson Addison Wesley / 2008		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Social Science Grade 7: Medieval Early Modern Times (World History) - McGraw-Hill Glencoe / 2006	Yes	0.0
	Grade 8: The American Journey (History of the US) - McGraw Hill Glencoe / 2006		
	Grades 9-12 adoption approved by Governing Board and certified as aligned with state curriculum standards		
	Honors Social Science - Diversity Amid Globalization - Prentice Hall / 2015		
	World History - Modern World History: Patterns of Interaction - McDougal Littell / 2005		
	AP European History - Civilization Past & Present, 10th Ed. - Longman/Pearson Education / 2005		
	American History - The Americans (Calif. Edition) - McDougal Littell / 2005		
	AP American History - American Pageant, 12th Ed. - Houghton Mifflin / 2002		
	Government - Magruders American Government - Prentice Hall / 2006		
	Economics - Economics: Principles in Action - Prentice Hall / 2001		
	AP Economics - Economics: Principles, Problems, 7 Policies, 16th Ed. - McGraw Hill Irwin / 2006		
	Sociology - Sociology: Down to Earth Approach, 7th Ed. - Pearson Allyn & Bacon / 2005		
	Psychology - Thinking About Psychology, 3rd Ed. - Worth Publishers - 2013		
	AP Psychology - Psychology: Themes & Variations - Thomson/Wadsworth / 2007		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish - Buen Viaje Levels 1-3 - Glencoe McGraw-Hill / 2004 Spanish Three Years - Amsco School / 1993 Encuentros Maravillosos - Pearson-Prentice Hall / 2006 AP Spanish - Conversacions Y Repaso - Henle/Thompson / 2001 Triangulo - Wayside Publisher / 2006 French - Bon Voyage Levels 1-3 - Glencoe McGraw-Hill / 2004 German - Komm Mit Levels 1-3 - Holt Rinehart Winston / 2003 Korean - Dynamic Korean Levels 1-3, Foundation for Korean Language / 2009-2011 Discovering Chinese, Volumes 1 and 2 - Better World Ltd., 2012	Yes	0.0
Health	Lifetime Health - Holt / 2012	Yes	0.0
Visual and Performing Arts	Commercial Photography II - Photo and Digital Imaging - Goodheart-Wilcox Co., Inc. / 2006 Graphic Design - Design Principles and Problems - Wadsworth Publishing / 2007 Art Foundations - Drawing on the Right Side of the Brain - Putnam Penguin Publishers / 2004 AP Music Theory - Tonal Harmony / 2012	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Each science lab classroom has access to a full set of contemporary lab equipment related to the courses taught in the particular setting. In addition to the traditional equipment (beakers, burners, scales, ring stands, springs, weights, rock samples, etc.), science classrooms have access to the two portable laptop labs that can be brought into the room and extend learning. The laptops allow for use of the Internet, capture of lab results electronically in print and through the use of the included digital cameras and use of electronic USB probe devices to measure science concepts including force, density and electromagnetism.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities provide a clean and safe environment and are maintained in good repair. Ongoing and deferred maintenance continues at all sites including re-carpet in selected classrooms, replacement of athletic field and baseball bleachers. Planned improvements for the upcoming school year include re-paint and re-carpet of selected classrooms.

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 2014</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Interior: Interior Surfaces</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Electrical: Electrical</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5">Year and month in which data were collected: November 2014</td></tr>
<tr><td>Overall Rating</td><td>Exemplary</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td></td><td></td><td>X</td><td></td><td></td></tr>
</table>

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	87	85	44
Mathematics	84	81	33

Note: 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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	349	340	97.4	3	10	39	47
	8	352	341	96.9	3	11	44	42
	11	344	336	97.7	3	7	25	63
Male	7	349	172	49.3	4	15	44	37
	8	352	175	49.7	6	10	44	41
	11	344	169	49.1	3	11	26	59
Female	7	349	168	48.1	2	5	35	58
	8	352	166	47.2	1	11	44	44
	11	344	167	48.5	3	4	25	68
Black or African American	7	349	1	0.3	--	--	--	--
	8	352	1	0.3	--	--	--	--
	11	344	1	0.3	--	--	--	--
American Indian or Alaska Native	7	349	1	0.3	--	--	--	--
	8	352	2	0.6	--	--	--	--
Asian	7	349	94	26.9	2	4	37	56
	8	352	95	27.0	1	11	40	48
	11	344	109	31.7	1	6	20	72
Filipino	7	349	1	0.3	--	--	--	--
	8	352	4	1.1	--	--	--	--
	11	344	2	0.6	--	--	--	--
Hispanic or Latino	7	349	40	11.5	3	3	50	45
	8	352	43	12.2	5	14	42	40
	11	344	34	9.9	9	12	35	44
White	7	349	179	51.3	3	15	40	42
	8	352	176	50.0	3	9	49	39
	11	344	177	51.5	2	8	26	63
Two or More Races	7	349	24	6.9	4	13	25	58
	8	352	20	5.7	10	15	30	45
	11	344	12	3.5	8	0	25	58
Socioeconomically Disadvantaged	7	349	2	0.6	--	--	--	--
	8	352	2	0.6	--	--	--	--
	11	344	5	1.5	--	--	--	--
English Learners	7	349	6	1.7	--	--	--	--
	8	352	11	3.1	18	36	45	0
	11	344	7	2.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	**7**	349	26	7.4	23	38	23	15
	8	352	28	8.0	21	32	32	14
	11	344	24	7.0	38	25	17	17
Foster Youth	**7**	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**7**	349	341	97.7	4	10	27	58
	8	352	341	96.9	4	7	18	70
	11	344	336	97.7	6	15	28	51
Male	**7**	349	173	49.6	4	8	28	60
	8	352	175	49.7	4	8	17	71
	11	344	169	49.1	6	14	24	56
Female	**7**	349	168	48.1	5	13	26	56
	8	352	166	47.2	5	7	19	69
	11	344	167	48.5	7	15	32	46
Black or African American	**7**	349	1	0.3	--	--	--	--
	8	352	1	0.3	--	--	--	--
	11	344	1	0.3	--	--	--	--
American Indian or Alaska Native	**7**	349	1	0.3	--	--	--	--
	8	352	2	0.6	--	--	--	--
Asian	**7**	349	94	26.9	1	7	20	71
	8	352	95	27.0	2	2	11	85
	11	344	109	31.7	1	4	26	70
Filipino	**7**	349	1	0.3	--	--	--	--
	8	352	4	1.1	--	--	--	--
	11	344	2	0.6	--	--	--	--
Hispanic or Latino	**7**	349	40	11.5	3	18	20	60
	8	352	43	12.2	7	14	26	53
	11	344	34	9.9	18	26	26	29

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	**7**	349	180	51.6	6	9	32	52
	8	352	176	50.0	5	8	20	68
	11	344	177	51.5	6	20	29	45
Two or More Races	**7**	349	24	6.9	8	8	25	58
	8	352	20	5.7	5	10	20	65
	11	344	12	3.5	17	8	42	25
Socioeconomically Disadvantaged	**7**	349	2	0.6	--	--	--	--
	8	352	2	0.6	--	--	--	--
	11	344	5	1.5	--	--	--	--
English Learners	**7**	349	6	1.7	--	--	--	--
	8	352	11	3.1	9	18	18	55
	11	344	7	2.0	--	--	--	--
Students with Disabilities	**7**	349	26	7.4	38	19	15	27
	8	352	28	8.0	29	21	18	32
	11	344	24	7.0	54	29	4	13
Foster Youth	**7**	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	92	92	94	93	92	93	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	93
All Students at the School	94
Male	94
Female	93
Black or African American	--
American Indian or Alaska Native	--
Asian	95
Filipino	--
Hispanic or Latino	84
White	96
Two or More Races	97
Socioeconomically Disadvantaged	66
English Learners	80
Students with Disabilities	--
Foster Youth	--

Note: 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.

Career Technical Education Programs (School Year 2014-15)

The number of pupils participating in Career Technical Education Programs are for grades 9 - 12 only and include introductory, concentrater, and capstone courses in Computer Science (Introduction, C++, Python, and AP), Media Arts, Advanced Media Arts, Culinary Arts, Advanced Culinary Arts, Graphic Design, Photo 1 and 2, Retail Marketing, and Sports Medicine.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	523
% of pupils completing a CTE program and earning a high school diploma	99.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	79

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	68.81
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	80.27

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	91	90	90	91	36	39	57	56	58
Mathematics	93	94	94	93	36	40	60	62	59

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	10	19	71	6	30	64
All Students at the School	10	19	71	6	30	64
Male	11	19	70	3	31	66
Female	10	18	72	8	29	62
Asian	11	16	72	1	21	78
Hispanic or Latino	32	32	35	29	40	31
White	6	18	76	4	32	64
Two or More Races		11	89		26	74
English Learners	77	23		15	31	54
Students with Disabilities	53	27	20	41	36	23

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.80	23.60	59.20
9	13.00	27.70	52.50

Note: 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.

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 (Most Recent Year)

There are many venues for parents to be involved including the many support groups such as Spartan Boosters, Music Parents, Choral Parents, Friends of Art, PTA (7/8), PTSA (9-12) and many informal volunteer opportunities such as working in the Information Resource Center (IRC), and textbook room. LCHS parents support the school by organizing and implementing the 9-12 and 7/8 registration of students. In addition, 7/8 parents have assisted in after school curricular programs such as Math Counts, Science Olympiad and Math Olympiad. 7-12 parents are also involved in our LCAP advisory group which guides ideas for the District level advisory group, and our WASC focus groups.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.40	0.80	1.90	2.40	0.80	1.90	13.10	11.40	11.50
Graduation Rate	95.47	97.83	97.58	95.18	97.58	97.59	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	97.86	97.6	84.6
Black or African American	100	100	76
American Indian or Alaska Native	--	--	78.07
Asian	102.08	102.08	92.62
Filipino	100	100	96.49
Hispanic or Latino	91.43	91.43	81.28
Native Hawaiian/Pacific Islander	--	--	83.58
White	97.22	96.79	89.93
Two or More Races	94.44	94.44	82.8
Socioeconomically Disadvantaged	78.57	79.31	61.28
English Learners	57.14	57.14	50.76
Students with Disabilities	75	75	81.36
Foster Youth	--	--	--

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.55	1.31	1.88	1.68	1.03	1.31	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The school safety plan is revised and updated annually and is approved by School Site Council after recommendations and suggestions are addressed. The safety plan is designed to enable students, staff members and parents to respond appropriately in case of an emergency situation or disaster. The safety plan includes the identification of appropriate strategies to maintain a high level of security and procedures for compliance with existing school safety laws. School personnel work with PTSA to provide supplies (medical supplies, food, and water) needed during an emergency. The supplies are stored in the disaster bin on campus. Each year the Los Angeles County Fire Department inspects the campus to ensure that the safety equipment is functioning properly. La Cañada Unified School District's Maintenance department and the site's custodial staff work to provide a clean, safe and functional campus for students, staff and school community.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	15	30	34	28	12	34	31	27	19	26	34
Mathematics	26	28	24	27	27	14	29	31	26	25	21	31
Science	29	12	23	34	32	3	23	35	32	7	16	39
Social Science	32	4	17	40	31	4	17	42	30	10	17	37

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	301
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,559	$2,705	$6,854	$75,119
District	N/A	N/A	$6,556	$75,121
Percent Difference: School Site and District	N/A	N/A	4.5	0.0
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	28.2	15.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom.

Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams comprised of the school psychologist, a special education staff member, the student's classroom teacher, parents and an administrative designee. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan.

Students placed in the Gifted and Talented Program participate in AP and Honors classes as well as extracurricular activities and clubs of their interest.

The home language survey is used to determine the primary language for each student in the district. Students with a language other than English are assessed to determine their English language proficiency. If appropriate, students are provided instruction in English language development. Students with the greatest need also receive additional ELD support in the regular classroom. The district and school staff monitors students' ELD progress throughout the school year.

La Cañada Unified School District is fortunate to have active parents and community who contribute generously to the schools. The Education Foundation has contributed over $2,000,000 annually to the district in the last two years. These funds are used to reduce class size, contribute to full-time counseling services, fund the district librarian and provide art, drama, and music instruction to all students in grades K-6 and optional Spanish classes in grades 3-6. These funds also contribute to district-wide technology and after school enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,605	$40,379
Mid-Range Teacher Salary	$71,569	$62,323
Highest Teacher Salary	$87,231	$81,127
Average Principal Salary (Elementary)	$116,333	$99,192
Average Principal Salary (Middle)	$119,542	$91,287
Average Principal Salary (High)	$123,514	$112,088
Superintendent Salary	$182,000	$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	9	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	7	N/A
Science	10	N/A
Social Science	18	N/A
All courses	47	1.3

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

The primary areas of focus for staff development at LCUSD have been the implementation of Common Core State Standards (CCSS) in Writing, Math and Science new teacher trainings and BTSA support through the San Gabriel Valley consortium, and training for special education teachers through the SELPA.

Teacher support is key to quality teaching and implementation of new initiatives at LCUSD. A modified bell schedule has been adopted to allow for collaboration; a late start bell schedule weekly (with few exceptions) at the 7-12 level to provide time for Professional Learning Community (PLC) meetings. This time has been used to design CCSS aligned pacing guides, quarterly benchmark assessments, design of lessons, instructional units and performance tasks.

Teachers have also been given the opportunity to attend workshops and trainings of their choice in their specific grade levels or content areas in and out of the district. Training sessions have been provided within the district by TOSAs and several after school workshops have been provided to teachers in the areas of CCSS implementation, CCSS aligned report cards and use of technology in their instructional practice. Online workshops and trainings have also been provided to certificated and classified staff through Keenan and Associates and ASCIP.

The District has contracted a consulting group, Teachers Development Group, to provide training in math and science which provides best practice sessions combined with in class teacher observations, resident coaching and support through face to face and online feedback. This work supports the implementation of CCSS and Next Generation Science Standards in their classrooms.

Above and beyond regular trainings provided to all teachers, specialized training is provided to Special Education teachers to address the specific needs of students in Special Education. Several Crisis Prevention and Intervention workshops are provided throughout the year to allow the teachers and paraprofessionals to work efficiently and effectively with students with severe emotional and social needs. Trainings are also provided to help teachers implement the Common Core Standards.

The District created extra duty extra pay positions (PLC leaders, instructional technology coaches, and grade level and team leaders) to provide support to all teachers. Five new positions have been created (Common Core and Technology Teachers on Special Assignment, TOSA) to support teachers with the implementation of Common Core and technology. The Peer Assistance and Review program provides mentors for teachers who need support in specific areas based on evaluations. Principals and colleagues provide support through staff meetings, teacher-principal meetings, peer observations, classroom walkthrough feedback and modeling of CCSS aligned lessons by TOSAs.

LCUSD Administrative Team is allotted a stipend for professional growth activities and benefits from the opportunity to enroll in advanced level college courses and ACSA academies. The District provides sexual harassment training for all management level positions and conducts monthly Leadership Team meetings and principals' meetings to provide continued support and professional development.