

# La Cañada High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	La Cañada High School
<b>Street</b>	4463 Oak Grove Drive
<b>City, State, Zip</b>	La Cañada, CA 91011
<b>Phone Number</b>	818-952-4270
<b>Principal</b>	Ian McFeat, 9-12 Principal; Jarrett Gold, 7/8 Principal
<b>E-mail Address</b>	imcfeat@lcsd.net; jgold@lcsd.net
<b>Web Site</b>	www.lcsd.net
<b>CDS Code</b>	1934611

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

### **School Description and Mission Statement (School Year 2016-17)**

La Canada is an incorporated residential city with a population of approximately 25,000 residents, located between Glendale and Pasadena in the greater Los Angeles area. La Canada High School serves students in grades 7 - 12 and is the lone secondary school. There are 696 students in grades 7/8 and 1,425 students in grades 9 - 12. The 7/8 staff consists of 37 teachers, 2 counselors, 1 administrator, 1 psychologist and other support staff. The high school staff (grades 9 - 12) includes 65 teachers, 6 counselors, 3 administrators, 1 psychologist, program specialist and other support personnel.

La Canada 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 Canada High School uses a block schedule, whereby students attend three periods meeting for 105 minutes each. On block days, there is a 35 minute enrichment period, called the Student/Teacher Enrichment Program (STEP), where students are able to take courses offered from teachers in a variety of subjects not typically offered during the traditional academic day. Grades 7/8 uses this enrichment period as a homeroom time where students are able to complete work, meet with other teachers outside their assigned homeroom teacher and participate in Developmental Asset activities.

LCHS offers a rigorous curriculum. An advanced pathway is offered in grades 7/8 to qualifying students in mathematics. There are 16 open-access courses of Advanced Placement at the high school level. All LCHS AP teachers are College Board Certified. 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 Canada High School has been named both a California Distinguished School and a National Blue Ribbon School, most recently in 2015. LCHS 7/8 has been redesignated as 1 of 56 Schools to Watch in California. 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. In 2016, 579 students took 1,220 AP exams. In 2016, LCHS had the following numbers of individual AP honorees: Scholars (93), Scholars with Honors (48), Scholars with Distinction (115), National Scholars (23). For the past 9 years, La Canada high school students have passed AP exams with a pass rate of 80% or higher, with a 2015-16 pass rate of 89%.

In addition to outstanding student achievement, La Canada 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 career-technical education courses, such as Sports Medicine, Graphic Design, Retail Marketing, LCTV, Photography, and Culinary Arts.

LCHS 7/8 has expanded its elective offerings to continue to meet the needs of our students. Most recently 7/8 has added electives including STEAM (Science, Technology, Engineering, Applied Arts, and Math), and LCTV while continuing to offer Art/Ceramics, Graphic Arts, Yearbook, Math Support, Choir, Band, Orchestra, Spanish, French and German.

During the past five years, the focus of our teachers has centered on the work of Professional Learning Communities (PLC). 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. 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.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	334
Grade 8	352
Grade 9	348
Grade 10	363
Grade 11	337
Grade 12	341
<b>Total Enrollment</b>	<b>2,075</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	28
Filipino	1
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0
White	52.3
Two or More Races	6.3
Socioeconomically Disadvantaged	1.8
English Learners	3.1
Students with Disabilities	8.3
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	82	79	80	169
Without Full Credential	0	1	3	3
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	1

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	3	3	3
Total Teacher Misassignments *	3	4	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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.1	6.9
All Schools in District	94.2	5.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.2	5.8

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 2016-17)**

Year and month in which data were collected: December 2013

Subject	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Grade 7: Prentice Hall / 2001</p> <p>Grade 8: CA Algebra 1; Prentice Hall / 2008</p> <p>Grades 9 - 12 adoption approved by Governing Board and certified as aligned with state curriculum standards.</p> <p>Algebra 1 - McGraw Hill Education / 2014</p> <p>Geometry &amp; Honors Geometry - Geometry - McDougal Littell / 2008</p> <p>Algebra 2/Trig &amp; Algebra 2/Trig Honors - Algebra &amp; Trigonometry: Structure &amp; Method - McDougal Littell / 2008</p> <p>Pre-Calculus &amp; Pre-Calculus Honors - Pre-Calculus-7th ed. - Pearson/Addison Wesley / 2007</p> <p>AP Calculus (A B &amp; BC) - Calculus 7th Ed. Early Transcendentals - Wiley / 2004</p> <p>Adv Math Topics - College Algebra and Trig - Thomas Learning / 2002</p> <p>Discrete Math - Discrete Mathematics: Modeling Our World - COMPAP / 2015</p> <p>AP Statistics - Practice of Statistics-3rd ed. - W.H. Freeman / 2007</p>	Yes	0.0

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Social Science Grade 7: Medieval Early Modern Times (World History) - McGraw-Hill Glencoe / 2006</p> <p>Grade 8: The American Journey (History of the US) - McGraw Hill Glencoe / 2006</p> <p>Grades 9-12 adoption approved by Governing Board and certified as aligned with state curriculum standards</p> <p>Honors Social Science - Diversity Amid Globalization - Prentice Hall / 2015</p> <p>World History - Modern World History: Patterns of Interaction - McDougal Littell / 2005</p> <p>AP European History - Civilization Past &amp; Present, 10th Ed. - Longman/Pearson Education / 2005</p> <p>American History - The Americans (Calif. Edition) - McDougal Littell / 2005</p> <p>AP American History - American Pageant, 16th Ed. - Houghton Mifflin / 2016</p> <p>Government - Magruder's American Government - Prentice Hall / 2006</p> <p>Economics - Economics: Principles in Action - Prentice Hall / 2001</p> <p>AP Economics - Economics: Principles, Problems, 7 Policies, 16th Ed. - McGraw Hill Irwin / 2006</p> <p>Sociology - Sociology: Down to Earth Approach, 7th Ed. - Pearson Allyn &amp; Bacon / 2005</p> <p>Psychology - Thinking About Psychology, 3rd Ed. - Worth Publishers - 2013</p> <p>AP Psychology - Psychology: Themes &amp; Variations - Thomson/Wadsworth / 2007</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Spanish - Buen Viaje Levels 1-3 - Glencoe McGraw-Hill / 2004  Spanish Three Years - Amsco School / 1993  Encuentros Maravillosos - Pearson-Prentice Hall / 2006  AP Spanish - Conversaciones 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
<b>Health</b>	Lifetime Health - Holt / 2012	Yes	0.0
<b>Visual and Performing Arts</b>	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
<b>Science Laboratory Equipment (grades 9-12)</b>	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 new carpet and vinyl in selected classrooms, new fencing and upgrades to HVAC automation and lighting upgrades.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: June 2016				
Overall Rating	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, 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	87	87	85	88	44	48
Mathematics	84	82	82	84	34	36

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 Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	337	332	98.5	83.7
	8	354	341	96.3	87.1
	11	339	320	94.4	91.6
Male	7	181	177	97.8	78.5
	8	182	175	96.2	82.9
	11	174	167	96.0	89.8
Female	7	156	155	99.4	89.7
	8	172	166	96.5	91.6
	11	165	153	92.7	93.5
Asian	7	82	82	100.0	84.2
	8	101	98	97.0	89.8
	11	93	89	95.7	96.6
Hispanic or Latino	7	43	41	95.3	70.7
	8	40	38	95.0	94.7
	11	34	34	100.0	70.6
White	7	174	171	98.3	86.0
	8	183	179	97.8	84.9
	11	186	172	92.5	93.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	7	31	31	100.0	83.9
	8	26	23	88.5	87.0
	11	20	19	95.0	89.5
English Learners	7	11	11	100.0	36.4
Students with Disabilities	7	27	26	96.3	34.6
	8	31	25	80.7	48.0
	11	29	26	89.7	65.4

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	337	332	98.5	78.3
	8	337	332	98.5	78.3
	11	339	321	94.7	81.9
Male	7	181	177	97.8	80.8
	8	181	177	97.8	80.8
	11	174	167	96.0	82.0
Female	7	156	155	99.4	75.5
	8	156	155	99.4	75.5
	11	165	154	93.3	81.8
Asian	7	82	82	100.0	87.8
	8	82	82	100.0	87.8
	11	93	89	95.7	92.1
Hispanic or Latino	7	43	41	95.3	61.0
	8	43	41	95.3	61.0
	11	34	34	100.0	55.9
White	7	174	171	98.3	76.0
	8	174	171	98.3	76.0
	11	186	173	93.0	82.1
Two or More Races	7	31	31	100.0	87.1
	8	31	31	100.0	87.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	20	19	95.0	89.5
English Learners	7	11	11	100.0	54.5
	8	11	11	100.0	54.5
Students with Disabilities	7	27	26	96.3	38.5
	8	27	26	96.3	38.5
	11	29	26	89.7	19.2

Note: 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	92	94	91	92	93	91	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	718	697	97.1	91.3
Male	369	356	96.5	91.0
Female	349	341	97.7	91.5
Asian	202	198	98.0	95.5
Hispanic or Latino	76	74	97.4	86.5
White	379	367	96.8	89.9
Two or More Races	47	45	95.7	91.1
Socioeconomically Disadvantaged	14	12	85.7	83.3
English Learners	11	11	100.0	72.7
Students with Disabilities	66	55	83.3	63.6

Note: 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.

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 2015-16)

The number of pupils participating in Career Technical Education Programs are for grades 9 - 12 only and include introductory, concentrator, 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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	499
% of pupils completing a CTE program and earning a high school diploma	99.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	79

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	68.81
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	77.6

## 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.4	25.2	56.3
9	13.3	26	51.4

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 (School Year 2016-17)

There are many venues for parents to be involved including many support groups such as the Spartan Boosters, Music Parents, Choral Parents, Friends of Art, PTSA (9-12) and other informal volunteer opportunities such as working in the information Resource Center and textbook room. LCHS parents support the school by organizing and implementing the 9-12 course registration for students, volunteering for Challenge Success: Building Your Path, through both the organization of the event, and sharing their perspectives on career readiness and making a difference in their local, regional and national communities. The La Canada Flintridge Educational Foundation support the district through generous contributions that are used to reduce class size, contribute to counseling services and fund programs in technology, the arts, and enrichment activities for the entire student population.

LCHS 7/8 has many of the same parental supports as the high school including PTA 7/8, Challenge Success, Apples for Teachers and the La Canada Flintridge Educational Foundation (LCFEF). 7/8 parents are very involved in our school and our community which has helped build the positive culture that lives within the 7/8 staff. Our support from parent organizations help in many domains including volunteerism, financial contributions programs, and guidance. Our PTA has helped support multiple anti-bullying programs, 7/8 sport stipends for 18 teams, and aiding teachers by funding needed materials and supplies. LCFEF has also helped fund and support opportunities for students including math and English labs multiple times a week.

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	0.80	1.90	1.10	0.80	1.90	1.10	11.40	11.50	10.70
<b>Graduation Rate</b>	97.83	97.58	98.88	97.58	97.59	98.60	80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	99	98	86
<b>Black or African American</b>	0	0	78
<b>American Indian or Alaska Native</b>	100	100	78
<b>Asian</b>	100	99	93
<b>Filipino</b>	0	0	93
<b>Hispanic or Latino</b>	98	98	83
<b>Native Hawaiian/Pacific Islander</b>	0	0	85
<b>White</b>	98	97	91
<b>Two or More Races</b>	100	100	89
<b>Socioeconomically Disadvantaged</b>	100	95	66
<b>English Learners</b>	75	75	54
<b>Students with Disabilities</b>	100	100	78

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.3	1.9	1.7	1.0	1.3	1.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

The school safety plan is revised and updated annually and is approved by LCHS Local Control Accountability Plan Group, or LCAP, 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.

### Federal Intervention Program (School Year 2016-17)

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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+
<b>English</b>	28	12	34	31	27	19	26	34	26	15	39	25
<b>Mathematics</b>	27	14	29	31	26	25	21	31	26	20	33	25
<b>Science</b>	32	3	23	35	32	7	16	39	31	5	19	37
<b>Social Science</b>	31	4	17	42	30	10	17	37	31	5	17	28

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	9.0	230
<b>Counselor (Social/Behavioral or Career Development)</b>	0.0	N/A
<b>Library Media Teacher (Librarian)</b>	1.0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1.0	N/A
<b>Psychologist</b>	1.5	N/A
<b>Social Worker</b>	0.0	N/A
<b>Nurse</b>	1.0	N/A
<b>Speech/Language/Hearing Specialist</b>	1.17	N/A
<b>Resource Specialist</b>	0.0	N/A
<b>Other</b>	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,179	\$3,429	\$6,750	\$66,759
District	N/A	N/A	\$6,557	\$66,561
Percent Difference: School Site and District	N/A	N/A	2.9	0.3
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	18.9	-0.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 child’s classroom teacher, parents and an administrator 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 accelerated curriculum, honors, and AP 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 past three years. These funds are used to reduce class size, contribute to full-time counseling services, support district-wide technology and after school support and enrichment programs.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,429	\$42,063
Mid-Range Teacher Salary	\$74,432	\$64,823
Highest Teacher Salary	\$90,720	\$84,821
Average Principal Salary (Elementary)	\$120,851	\$101,849
Average Principal Salary (Middle)	\$126,188	\$107,678
Average Principal Salary (High)	\$130,382	\$115,589
Superintendent Salary	\$189,280	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
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 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	16	66%

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Teacher support is key to quality teaching and implementation of new initiatives at LCUSD.

During the past three years the primary areas of focus for staff development at LCUSD have been the implementation of Common Core State Standards (CCSS) in Math and English Language Arts, the implementation of Next Generation Science Standards (NGSS), new teacher trainings and BTSA support through the San Gabriel Valley consortium, and training for special education teachers through the SELPA. The annual number of days have varied from 4-10 days depending on teacher needs. Newer teachers require more training to obtain knowledge and skills necessary to implement the new standards and the strategies that prepare students for college and career. Additionally, all teachers have been provided with the opportunity to attend trainings/conferences outside of the district. The District has been working with a consulting group, Teachers Development Group, to provide training in math and science to support the implementation of the new standards and strategies. This year the District has also been working with The K-12 Alliance @ WestEd to provide NGSS training to teachers and administrators to support them with the implementation of NGSS. To support the design and implementation of the new CCSS aligned mathematics courses, the District has been providing release time to teachers for the past two years to work with a consultant on the design of these courses.

A modified bell schedule has been developed to allow for teacher collaboration. Weekly late start bell schedule (with a few exceptions) at the 7-12 level provides time for Professional Learning Community (PLC) meetings. This time has been used to share best practices, design CCSS aligned lessons and projects, create quarterly benchmark assessments, etc.

Training sessions have been provided within the district by Teachers on Special Assignment (TOSAs) in the areas of instructional technology, digital citizenship and grading software (Illuminate). Online workshops and trainings have also been provided to certificated and classified staff through Keenan and Associates and ASCIP.

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 have been provided throughout the past three years. Teachers and paraprofessionals participate in the Non-Violent Crisis Intervention training. This training allows teachers and paraprofessionals who successfully complete the training are certified for two years. Special Education teachers and service providers also receive training on developing individualized Educational Programs (IEPs) that provide educational benefit for students.

The District created extra duty extra pay positions (PLC leaders, TOSAs, consulting teachers, etc.) to provide support to all teachers.

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 teacher leaders and 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.