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Equity Report

La Canada Unified - Los Angeles County

Enrollment: 4,093 Socioeconomically Disadvantaged: 2% English Learners: 6% Foster Youth: N/A Grade Span: K-12 Charter School: No

Reporting Year: Spring 2017

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The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	1
English Learner Progress (K-12)		1	0
<u>Graduation Rate (9-12)</u>		4	0
<u>College / Career</u> Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
<u>English Language Arts (3-8)</u>		6	0
<u>Mathematics (3-8)</u>		6	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met (0)
<u>Implementation of Academic Standards</u>	Met (0)
<u>Parent Engagement</u>	Met (0)
<u>Local Climate Survey</u>	Met (0)

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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Local Data Submitted for Priority 1 (Basics)

La Canada Unified - Los Angeles County

Enrollment: 4,093 **Socioeconomically Disadvantaged:** 2% **English Learners:** 6% **Foster Youth:** N/A **Grade Span:** K-12 **Charter School:** No
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Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[LEA Submission] 4 / 2.3%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[LEA Submission] 0 / 0%

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):

[LEA Submission] 0

Additional Comments (Optional Box Completed by La Canada Unified)

[LEA Submission] The latest data available is from the School Accountability Report Cards for the 2015-2016 school year. Three teachers did not have the authorization to teach English learners and have since received the training. Two taught Physical Education and the third was a high-level science teacher recruited from the Jet Propulsion Laboratory. One other teacher was assigned a single period of a specialized-elective class for which she did not have the required state credential. LCUSD monitors course assignments and credential alignment very closely.

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Local Data Submitted for Priority 2 (Implementation of Academic Standards)

La Canada Unified - Los Angeles County

Enrollment: 4,093 Socioeconomically Disadvantaged: 2% English Learners: 6% Foster Youth: N/A Grade Span: K-12 Charter School: No

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Spring 2017

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 1: Narrative Summary (Completed by La Canada Unified)

The narrative summary below identifies the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and describes why the local educational agency chose the selected measures or tools.

In addition, the local educational agency was asked to summarize its progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

[LEA Submission] See Option 2: Reflection Tool

Option 2: Reflection Tool (Completed by La Canada Unified)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics*[LEA Submission] 4 – Full Implementation***Next Generation Science Standards***[LEA Submission] 2 – Beginning Development***History-Social Science***[LEA Submission] 4 – Full Implementation***2. Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts*[LEA Submission] 3 – Initial Implementation***English Language Development (Aligned to English Language Arts Standards)***[LEA Submission] 3 – Initial Implementation***Mathematics – Common Core State Standards for Mathematics**
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*[LEA Submission] 4 – Full Implementation***Next Generation Science Standards***[LEA Submission] 1 - Exploration and Research Phase***History-Social Science***[LEA Submission] 1 - Exploration and Research Phase***3. Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts*[LEA Submission] 4 – Full Implementation***English Language Development (Aligned to English Language Arts Standards)***[LEA Submission] 4 – Full Implementation***Mathematics – Common Core State Standards for Mathematics***[LEA Submission] 4 – Full Implementation***Next Generation Science Standards***[LEA Submission] 3 – Initial Implementation***History-Social Science***[LEA Submission] 4 – Full Implementation***Other Adopted Academic Standards****4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education*[LEA Submission] 2 – Beginning Development***Health Education Content Standards***[LEA Submission] 3 – Initial Implementation***Physical Education Model Content Standards***[LEA Submission] 5 – Full Implementation and Sustainability***Visual and Performing Arts**

[LEA Submission] 5 – Full Implementation and Sustainability

World Language

[LEA Submission] 4 – Full Implementation

Support for Teachers and Administrators

5. The local educational agency's success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 4 – Full Implementation

Identifying the professional learning needs of individual teachers

[LEA Submission] 3 – Initial Implementation

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 3 – Initial Implementation

Questions or comments? Send them to lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

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Local Data Submitted for Priority 3 (Parent Engagement)

La Canada Unified - Los Angeles County

Enrollment: 4,093 **Socioeconomically Disadvantaged:** 2% **English Learners:** 6% **Foster Youth:** N/A **Grade Span:** K-12 **Charter School:** No
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Spring 2017

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Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

The local educational agency administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), and was asked to summarize the following:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] *La Cañada Unified School District has been conducting the Panorama Ed Survey since 2011. This survey solicits input from all stakeholders, including students, parents, teachers, staff and administrators. The latest Panorama Ed Survey results were in spring of 2017, where 83% of families responded. Parents are highly involved and engaged in LCUSD. Ninety-two percent of elementary parent respondents indicated that they have opportunities for involvement at their school. At the high school level, grades 7-12, 74% of parent respondents replied favorably that the school values parent feedback and just slightly less, 73%, of parents believed the school offers a wide variety of opportunities for parental involvement. Seventy-six percent of high school parents felt that they were well-informed about what is going on at school. Sixty-nine percent of parents of elementary students (grades TK-6) thought it was mostly or totally true that the School Board communicates with them before making important decisions. Almost as many, 66%, of high school parents thought so. The percentages increase regarding the School Board keeping parents informed of its actions. There were 77% responding favorably at the elementary level and 79% at the high school level feeling they were kept informed. In overall parental engagement, 86% of elementary parents who took the survey responded favorably to the degree to which families become involved with, interact with and communicate with their child's school. At the high school level, grades 7-12, 75% of parents responded favorably to being engaged at their school. The district also conducts annually a Local Control Accountability Plan Survey. All parents in the school district are asked to participate. They rank district priorities and provide input on progress. Parents also make up the majority of participants on the district's LCAP Steering Committee. This decision-making body considers the survey results, provides input, measures progress and sets annual goals for all five schools taking all students' needs into consideration.*

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Local Data Submitted for Priority 6 (Local Climate Survey)

La Canada Unified - Los Angeles County

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School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] *The Panorama Ed Survey has been given annually to students since 2011. Their voice is valued in La Cañada Unified School District. Results are presented to the Governing Board each year. In 2017, 2,718 students in grades 4-12 took the survey representing 91% of the student population in those grade levels. There are three grade spans for the survey: grades 4-6, 7-8, and 9-12. The percentages of students responding favorably to the perceptions of the overall social and learning climate of the school, including sense of personal safety, ranged from 77% in elementary school to 64% at the high school level. Ninety percent of students in grades 4-6 felt safe at school. The majority of students in grades 7-8 and 9-12, both at 77%, felt they are treated fairly regardless of race, culture, religion, sexual orientation, gender or disability at school. In all three grade spans, 81% of students or more indicate that bullying is not acceptable. Perceptions of overall social and learning climate in the classroom were positive. Eighty percent of students in grades 7-12 responded favorably regarding core classes. In reference to non-core classes, 75% agreed. In grades 4-6, 66% of the students said the class is a happy place to be. In both core and non-core classes at the 7-12 level, 78% and 72% respectively believe that the teachers respect their ideas and suggestions. About 80% of high school students also feel that teachers totally or mostly believe in their ability.*