

La Cañada High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	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	James Cartnal, 9-12 Principal; Jarrett Gold, 7/8 Principal
Email Address	jcartnal@lcsd.net; jgold@lcsd.net
Website	www.lcsd.net
County-District-School (CDS) Code	1934611

Entity	Contact Information
District Name	La Canada Unified School District
Phone Number	(818) 952-8381
Superintendent	Ms. Wendy Sinnette
Email Address	wsinnette@lcsd.net
Website	www.lcsd.net

School Description and Mission Statement (School Year 2019-20)

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. La Cañada High School serves students in grades 7 - 12 and is the lone secondary school in La Cañada Unified School District (LCUSD). There are 738 students in grades 7/8 and 1327 students in grades 9 - 12, which accounts for approximately half of all students enrolled in the District.

La Cañada High School has been named both a California Distinguished School and a National Blue Ribbon School. 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.

LCHS offers a rigorous curriculum. An advanced pathway is offered in grades 7/8 to qualifying students in mathematics. In grades 9-12, there are 18 Advanced Placement (AP) courses and all AP teachers are College Board certified. Approximately two-thirds of LCHS students enroll in advanced, honors, and AP courses and performed well on these competitive and rigorous exams. In 2019, 614 students took 1,393 AP exams and were honored the College Board Scholar distinctions based upon the number of AP exams taken and overall passing score. In 2019, 93% of LCHS students received 3 or higher on the AP exams, which far exceeds the 63% average of California students outside La Cañada.

LCHS grades 7-12 employ 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 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 use 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. The Gifted and Talented Education Program (GATE) provides enriching educational opportunities for eligible students. The program offers students quality experiences designed to enlarge their intellectual horizons and stimulate their curiosity for learning at the highest levels. Gifted students are often asked to use higher order thinking skills such as synthesis and evaluation.

In addition to outstanding student achievement, La Cañada High School also offers several special programs. The Jet Propulsion Laboratory (JPL) Space Academy places our students in partnership with mentors and professionals at JPL who offer an 8 week experience in aerospace projects that mirrors the Rosetta Mission when JPL landed a spaceship on a comet. In addition, the 21st century Institute offers enrichment classes, led by professional mentors, to engage students in research and service projects. LCHS also has award winning instrumental and vocal music programs, exemplary drama and visual arts, and a growing number of Career Technical Education (CTE) courses.

LCHS 7/8 has expanded its elective offerings to include 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. In 2018-19, LCHS 7/8 offered the CTE Wheel Program where students are exposed to a variety of courses every eight weeks.

During the past seven years, the teachers' focus has centered on the work of Professional Learning Communities (PLC). LCHS embedded collaboration time within the work week so that teachers can work together on a guaranteed and viable curriculum. PLC work has helped us focus on the alignment of our instructional programs with a more clear instructional focus as a school.

La Cañada High School adopted the Challenge Success School program developed by Stanford University to help high-performing schools examine and develop practices which stimulate healthy and authentic academic engagement, address rising academic and social-emotional stressors, and promote academic integrity. This included modifying the academic calendar, daily schedule, homework policy, and incorporating a wellness program that is housed in the Spartan Wellness Center.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	368
Grade 8	325
Grade 9	354
Grade 10	336
Grade 11	339
Grade 12	346
Total Enrollment	2,068

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	28.1
Filipino	1.5
Hispanic or Latino	10.7
White	50.8
Two or More Races	7.7
Socioeconomically Disadvantaged	4.9
English Learners	1.9
Students with Disabilities	8.8
Foster Youth	0
Homeless	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	81	85	84	172
Without Full Credential	4	2	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	4	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	2	2
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Math in Focus - Grade 7 - Marshall Cavendish Education, 2012</p> <p>Math in Focus - Grade 8- Marshall Cavendish Education, 2013</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 & Honors Geometry - Geometry - McDougal Littell / 2008</p> <p>Algebra 2 - McGraw Hill Education / 2014</p> <p>Pre-Calculus & Pre-Calculus Honors - Pre-Calculus - McGraw-Hill / 2014</p> <p>AP Calculus (A B & 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 - 5th Ed. - W.H. Freeman / 2015</p> <p>Financial Algebra - Financial Algebra with Financial Applications 2nd Ed; Cengage Learning / 2017</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>7/8 Focus on Life & 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 - Science Dimensions The Living Earth - Houghton Mifflin Harcourt / 2020</p> <p>Biology Honors - BSCS Biology - Glencoe McGraw-Hill / 2001</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 & Winston / 2007</p> <p>Geology - Earth Science - Holt, Rinehart & Winston / 2008</p> <p>AP Environmental Science - Living in the Environment; 15th Ed. - Thomson-Brooks & Cole / 2007</p> <p>Marine Science - Marine Biology and Oceanography - Perfection Learning / 2019</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>AP Physics - University Physics, Vol. 2, 12th Ed., Pearson Addison Wesley / 2008</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<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 - A History of Western Society Since 1300 for AP - Bedford / St. Martin's, 2017</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>AP Government - American Government Roots and Reform - AP Ed. - Pearson / 2018</p> <p>Economics - Economics: Principles in Action - Prentice Hall / 2001</p> <p>AP Economics - Economics, 21st Ed. - McGraw-Hill / 2018</p> <p>Sociology - Sociology: Down to Earth Approach, 7th Ed. - Pearson Allyn & Bacon / 2005</p> <p>Psychology - Thinking About Psychology, 3rd Ed. - Worth Publishers - 2013</p> <p>AP Psychology - Psychology: Themes & Variations - Thomson/Wadsworth / 2007</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>Spanish - Descubre Levels 1-3 - Vista Higher Learning / 2017</p> <p>Spanish 4 - Spanish Three Years - Amsco School - 1993</p> <p>Spanish 4 - Encuentros Maravillosos - Pearson-Prentice Hall / 2005</p> <p>AP Spanish - Conversaciones Y Repaso - Henle/Thompson / 2001</p> <p>AP Spanish - Triagulo A Proposito - Wayside Publishing / 2006</p> <p>French - Bien Dit! Levels 1-3 - Houghton Mifflin / 2018</p> <p>German - Mozaik Levels 1-3 - Vistal Higher Learning / 2017</p> <p>Korean - Dynamic Korean Levels 1-3, Foundation for Korean Language / 2009-2011</p>	Yes	0.0
Health	APEX Online, 2017	Yes	0.0
Visual and Performing Arts	<p>Commercial Photography II - Photo and Digital Imaging - Goodheart-Wilcox Co., Inc. / 2006</p> <p>Graphic Design - Design Principles and Problems - Wadsworth Publishing / 2007</p> <p>Art Foundations - Drawing on the Right Side of the Brain - Putnam Penguin Publishers / 2004</p> <p>AP Music Theory - Tonal Harmony / 2012</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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. Remodeling of the cafeteria is nearly complete. A new Wellness Center was created in part if the IRC/Library. Upgraded and decorative acoustical wall treatment has been installed in the Band Room as have new instrument storage cabinets. A new Web-based Access control/lock system was installed. The northeast/student parking lot was re-graded and better drainage was added here to eliminate water intrusion into Band Room. Plans to upgrade the Fire Alarm and PA systems are under way. Ongoing and deferred maintenance continues at all sites including new carpet, painting and tree trimming.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

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

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	86	89	88	89	50	50
Mathematics (grades 3-8 and 11)	82	82	85	85	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1032	1003	97.19	2.81	89.42
Male	543	527	97.05	2.95	85.96

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	489	476	97.34	2.66	93.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	293	282	96.25	3.75	92.55
Filipino	--	--	--	--	--
Hispanic or Latino	106	102	96.23	3.77	92.16
Native Hawaiian or Pacific Islander					
White	530	519	97.92	2.08	87.64
Two or More Races	82	80	97.56	2.44	90.00
Socioeconomically Disadvantaged	52	50	96.15	3.85	86.00
English Learners	57	52	91.23	8.77	75.00
Students with Disabilities	100	90	90.00	10.00	50.56
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1032	1005	97.38	2.62	82.07
Male	543	528	97.24	2.76	82.77
Female	489	477	97.55	2.45	81.30
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	293	284	96.93	3.07	91.20
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	106	102	96.23	3.77	72.55
Native Hawaiian or Pacific Islander					
White	530	520	98.11	1.89	79.00
Two or More Races	82	79	96.34	3.66	83.54
Socioeconomically Disadvantaged	52	50	96.15	3.85	72.00
English Learners	57	53	92.98	7.02	62.26
Students with Disabilities	100	89	89.00	11.00	31.82
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

The Career Technical Education (CTE) Programs are for grades 9 - 12 and include introductory, concentrator, and capstone courses in T.V. and Film Production, Engineering Design and Principals, Culinary Arts, Advanced Culinary Arts, Graphic Design, Commercial Photography 1 and 2, Retail Marketing, and Sports Medicine.

LCBS has worked diligently to increase the scope and sequence of our CTE program through the application of the CTE Incentive Grant. This allowed us to redesign and expand the Project Lead the Way program by adding a capstone course and infuse the program with industry standard level equipment. We also fortified the photography and graphic design program to ensure students are using traditional and computer based systems to learn both the conceptual framework of these programs as well as real world applications used in these professional fields. The school added a capstone course to the TV Production program that allows young filmmakers the opportunity to explore the use of film techniques.

The CTE courses use a wide range of Project Based Learning skills that are essential to preparation for the workforce. These lesson design principles are also a reason many of our special education students find success in these classes. The school maintains the same high academic standards in our CTE classes as in our regular course of study and evaluates grade data in the same fashion as any other class on campus. Teachers are asked to work collaboratively with each other to identify ways they can improve instruction and highlight traits that students should possess when seeking employment regardless of the field.

The 7/8 school has employed an exploratory wheel program that allows 7th grade students to experience basic skill sets in Culinary Arts, Photography, TV Production, Costume Design and Digital Photography. This has been beneficial to students who traditionally would not be exposed to these programs in the hope it will spark an interest to take additional courses when they reach the high school level.

The CTE Advisory Council ensures the school is in line with industry standards and members are often brought into the classroom to work with teachers on lesson design or program guidelines. The council also meets with site administrators to review funding and progress on long term projects in an effort to enhance the overall program.

(School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	652
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	98
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	78

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	78.7
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	77

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.1	29.3	43.0
9	15.7	28.5	43.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

There are many venues for parents to be involved including the many support groups such as the Spartan Boosters, Music Parents, Choral Parents, Friends of Art, PTSA (7-12), Korean-American Parents Association (KAPA), and other opportunities such as volunteering in the Information Resource Center and textbook room. LCHS parents support the school by organizing and implementing the 7-12 course registration for students, volunteering at 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 Cañada Flintridge Educational Foundation supports the district through generous contributions that are used to reduce class size, contribute to counseling services, and funds 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 Cañada 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.2	0.6	0.6	1.2	0.6	0.6	9.7	9.1	9.6
Graduation Rate	98.5	97.9	97.2	98.5	97.9	97	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.0	2.1	1.9	1.4	1.1	1.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan is revised and updated annually and is approved by the 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	21	33	30	24	29	29	29	26	20	28	33
Mathematics	24	9	11	12	27	14	33	27	28	14	24	34
Science	31	7	19	39	31	7	15	44	28	12	19	38
Social Science	30	8	20	32	29	8	23	32	27	14	23	31

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	240.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.6
Library Media Teacher (Librarian)	.3

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	.1

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,157.56	\$3,598.12	\$7,559.44	\$86,579.72
District	N/A	N/A	\$7,336.67	\$85,538.00
Percent Difference - School Site and District	N/A	N/A	3.0	1.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	0.7	17.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 monitor 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-side technology and after school support and enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,447	\$46,208
Mid-Range Teacher Salary	\$78,025	\$72,218
Highest Teacher Salary	\$102,266	\$92,742
Average Principal Salary (Elementary)	\$134,975	\$134,864
Average Principal Salary (Middle)	\$142,044	\$118,220
Average Principal Salary (High)	\$146,764	\$127,356
Superintendent Salary	\$255,800	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	3	N/A
All courses	16	48

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	39	16	39

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) and training for special education teachers through the SELPA. Special Education staff attend 2-3 days of staff development during the year sponsored by the Foothill SELPA. We have also paired experienced teachers with teachers who are new to the LCUSD for mentoring and instructional support. The annual number of days have varied from 4-10 days depending on teacher needs. Newer teachers require more days of professional development 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 continued to work with organizations called, Teachers Development Group, to provide training in math instruction and to support the site administration with the evaluation and monitoring of the implementation of the new strategies. The District has also been working with the K-12 Alliance at WestEd to provide NGSS training to teachers and administrators. Teachers have been piloting NGSS aligned materials and have been trained by the publishers to appropriately use the materials during the piloting period. Due to ELA adoption in grades K-6, trainings have been provided to the teachers in those grade levels by the publisher to ensure smooth and effective implementation of the new textbooks/materials.

Eleven half days in grades 1-6 and five full days in kindergarten have been provided to teachers for collaboration throughout the year. This time has been used to share best practices, design CCSS aligned lessons and projects, create common assessments, etc.

Weekly collaboration time has been provided to teachers to share best practices, design lessons and create and analyze the results of common assignments. Training sessions have been provided within the district by Technology Integrationists in the areas of instructional technology, new assessments, CCSS aligned report cards and digital citizenship. Grade level and team leaders in extra-duty extra-pay positions also provide support to all teachers. Online workshops and trainings have additionally been provided to certificated and classified staff through Kennan and Associates and Alliance of Schools for Cooperative Insurance Programs (ASCIP).

Above and beyond regular trainings provided to all teachers, specialized training has been 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 to allow the teachers and paraprofessionals to work effectively with students with severe emotional and social needs. Teachers and paraprofessionals successfully completing the training are certified for two years. Special Education teachers and service providers have received training on developing Individualized Educational Programs (IEPs) that provide educational benefit for students.

The Peer Assistance and Review Program as well as the Teacher Assistance Mentor Program have provided mentors for teachers who needed support in specific areas based on evaluations. Principals and colleagues have provided support through staff meetings, teacher-principal meetings, peer observations, classroom walkthrough feedback and modeling of CCSS aligned lessons by teacher leaders and Technology Integrationists.

LCUSD administrative team is granted a stipend for professional growth activities and has benefited from the opportunity to enroll in advanced level college courses and Association of California School Administrators (ACSA) academies. The District has provided sexual harassment training for all management level positions and held monthly leadership team meetings and principals' meetings to provide continued support and professional development.